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VOL. XXXI

JUNE, 1919

NO. 1

The Slippery Rock State Normal School BULLETIN



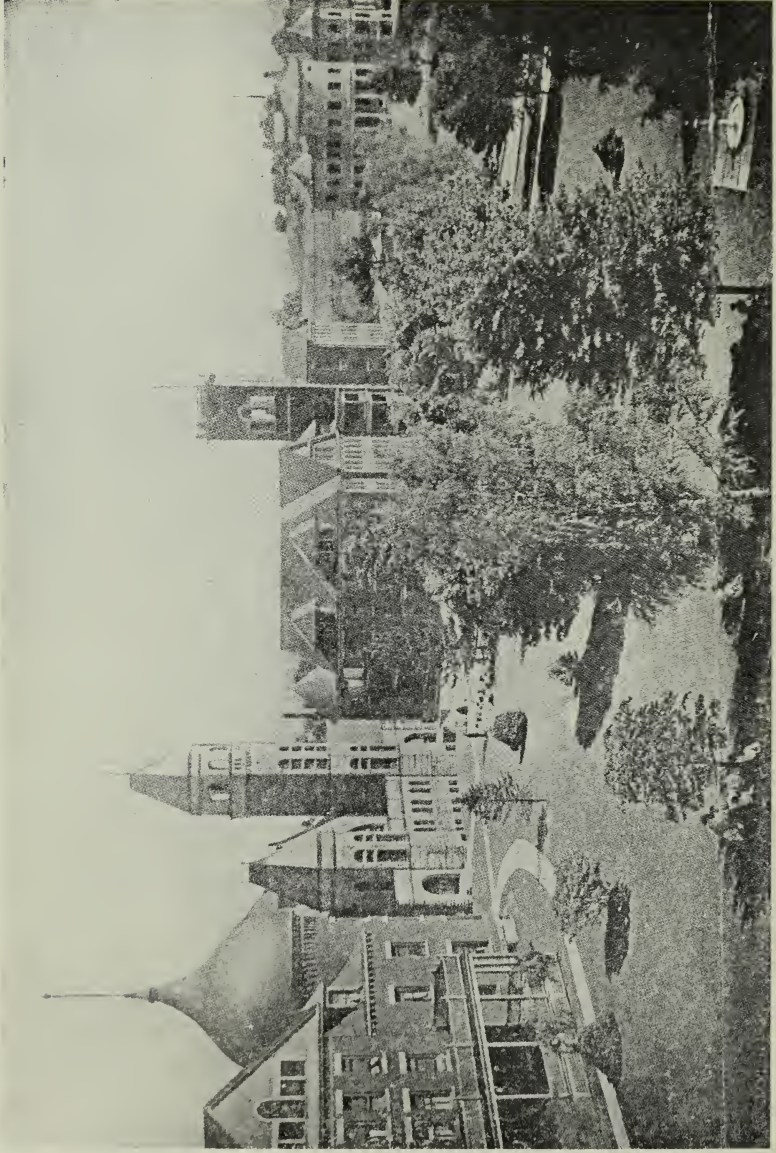
CATALOGUE NUMBER

Published Quarterly in June, September, December and March
By the Trustees of
Slippery Rock State Normal School
Slippery Rock, Pa.

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North Hall

Chapel

South Hall
Campus, Looking South

Gymnasium and Music Hall

The Slippery Rock State Normal School Bulletin

VOL. 31

JUNE, 1919

NO. 1

Issued Quarterly in June, September, December and March by the Trustees of
Slippery Rock State Normal School.

Thirty-First Annual Catalogue

Eleventh District
Slippery Rock, Penna.
1918-1919

CALENDAR

1919-1920

FALL TERM OF THIRTEEN WEEKS

Opens Tuesday, September 2, 1919.
Closes Wednesday, November 26, 1919.

WINTER TERM OF FOURTEEN WEEKS

Opens Tuesday, December 2, 1919.
Vacation, December 19 to January 5, 1920.
Closes Friday, March 19, 1920.

SPRING TERM OF THIRTEEN WEEKS

Opens Tuesday, March 29, 1920.
Commencement, Wednesday, June 23, 1920.

SUMMER TERM OF SIX WEEKS

Opens Monday, June 28, 1920.
Closes Friday, August 6, 1920.

IMPORTANT DATES IN THE CALENDAR

Philomathean Literary Society Anniversary, Saturday, Oct. 11, 1919.
Educational Conference, Saturday, Nov. 15, 1919.
Christmas Service, Sunday, Dec. 14, 1919.
National Week of Song, February 23-28, 1920.
Bryant Literary Society Anniversary, Saturday, May 8, 1920.
Literary Society Contest, Saturday, May 22, 1920.
May Festival, Saturday, May 29, 1920, 1:30 P. M.
Baccalaureate Sermon, Sunday, June 20, 1920.
Third Year Class Play, Monday, June 21, 1920.
Senior Class Play, Tuesday, June 22, 1920.
Alumni Meeting and Dinner, Tuesday, June 22, 1920.
Commencement, Wednesday, June 23.

STATE BOARD OF EDUCATION

- Dr. Thomas E. Finegan, *Chairman and Chief Executive*
..... Harrisburg
 - Dr. John P. Garber, *Supt. of Schools*..... Philadelphia
 - William Lauder Harrisburg
 - E. S. Templeton Greenville
 - Robert C. Shaw, *Supt. of Schools, Westmoreland County*
..... Greensburg
 - Marcus Aaron Pittsburgh
 - L. E. McGinnis, Esq. Steelton
-

BOARD OF TRUSTEES

- Hon. James M. Galbreath..... Butler
- Origen K. Bingham..... Slippery Rock
- John A. Gibson, *Supt. of Schools*..... Butler
- Joseph H. Grandey..... Rochester
- Hon. Charles H. Kline..... Pittsburgh
- Dr. Samuel C. McGarvey..... Bridgeville
- T. Plummer Mifflin..... North Washington
- Orton Lowe, *Asst. Supt. Allegheny County*..... Pittsburgh

OFFICERS OF THE BOARD OF TRUSTEES

Hon. James M. Galbreath, *President*
 John A. Gibson, *Vice President*
 Origen K. Bingham, *Secretary*
 John A. Aiken, *Treasurer*

STANDING COMMITTEES

INSTRUCTION COMMITTEE

John A. Gibson	Origen K. Bingham	Orton Lowe
James M. Galbreath	Joseph H. Grandey	

HOUSEHOLD COMMITTEE

James M. Galbreath	Samuel C. McGarvey
--------------------	--------------------

FINANCE COMMITTEE

Charles H. Kline	T. Plummer Mifflin
------------------	--------------------

NORMAL SCHOOL FACULTY

With the exception of the Principal, Vice Principal,
and Dean of Women, arranged in order of appointment.

J. LINWOOD EISENBERG, A. M., Ph. D., Principal
Education

JOHN B. COOK, B. S., M. S., Vice Principal Elect
Reading, Public Speaking, and Agriculture

ADDA M. ELLIOTT, M. E., Dean of Women
English

JOHN C. RICKETTS, A. M.
Mathematics

D. C. MURPHY, M. E., Ph. D.
History and Methods

ISAAC N. MOORE, A. B., A. M.
Physical Science and Ethics

REV. GEORGE L. HAMM, A. B., Ph. D.
Psychology and Methods

MRS. EMMA J. HAMM, M. E.
Kindergarten

INIS McCLYMONDS, M. E. (Pratt Institute)
Drawing and Penmanship

WILLIAM M. STEWART, B. S., A. M.
*Superintendent of Model School,
Methods and Criticism*

CLAY C. RUFF, A. M.
Science and Manual Training

BEATRIX K. MARY, A. B., A. M.
Latin

JOHN F. ALLISON, B. S., A. M.
Geography, Nature Study and School Management

HOWARD L. HEADLAND, A. B.
English

MRS. LILLIAN DEARMIT, A. B.
Physical Education

ADA V. MEITZLER, B. S.
Primary Supervisor and Methods

BLANCHE M. CHARLES, B. S.
Domestic Science

LOYAL S. MARSHALL, A. B.
Coach and Mathematics

GERTRUDE MERSEREAU, B. Mus.
Piano

ALMA G. RICE
Rural School Problems

JOAN EASLEY
Dean of Music Department

ANNA L. FETHEROLF, M. E.
Commercial Department

LODEMA MCCOLLOUGH
Assistant in Music Department

MRS. MARY GALBREATH HART (Resigned Nov. 25, 1918)
KATHARINE L. WRAY
French and Spanish

RHUAMA VINCENT, M. E.
Librarian

KATHLEEN ELLIOTT, A. B.
Secretary to the Principal

A. B. CRAWFORD
Registrar

C. C. WILLIAMS
Steward

ELLA LIGHTNER
Nurse

MRS. D. V. MOORE
Matron

STATE BOARD OF EXAMINERS

June 9 and 10, 1919



U. G. FRY

Department of Public Instruction

JOHN A. H. KEITH

Principal, Indiana State Normal School

LIVINGSTON SELTZER

Superintendent, Schuylkill County

W. C. SAMPSON

Superintendent, Columbia

H. O. DEITRICH

Superintendent, Kane

R. T. ADAMS

Superintendent, Warren

P. D. BLAIR

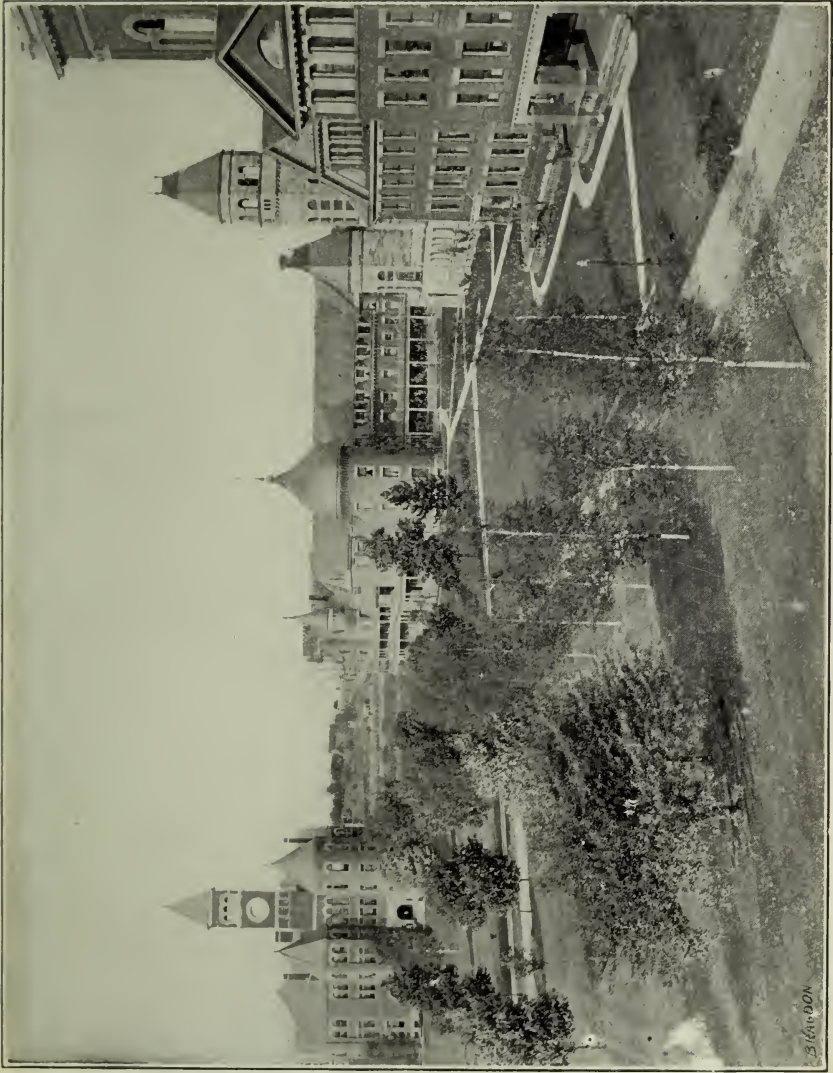
Superintendent, Crawford County

C. A. ANDERSON

Superintendent, Jefferson County

J. LINWOOD EISENBERG

Principal, Slippery Rock



Main Building

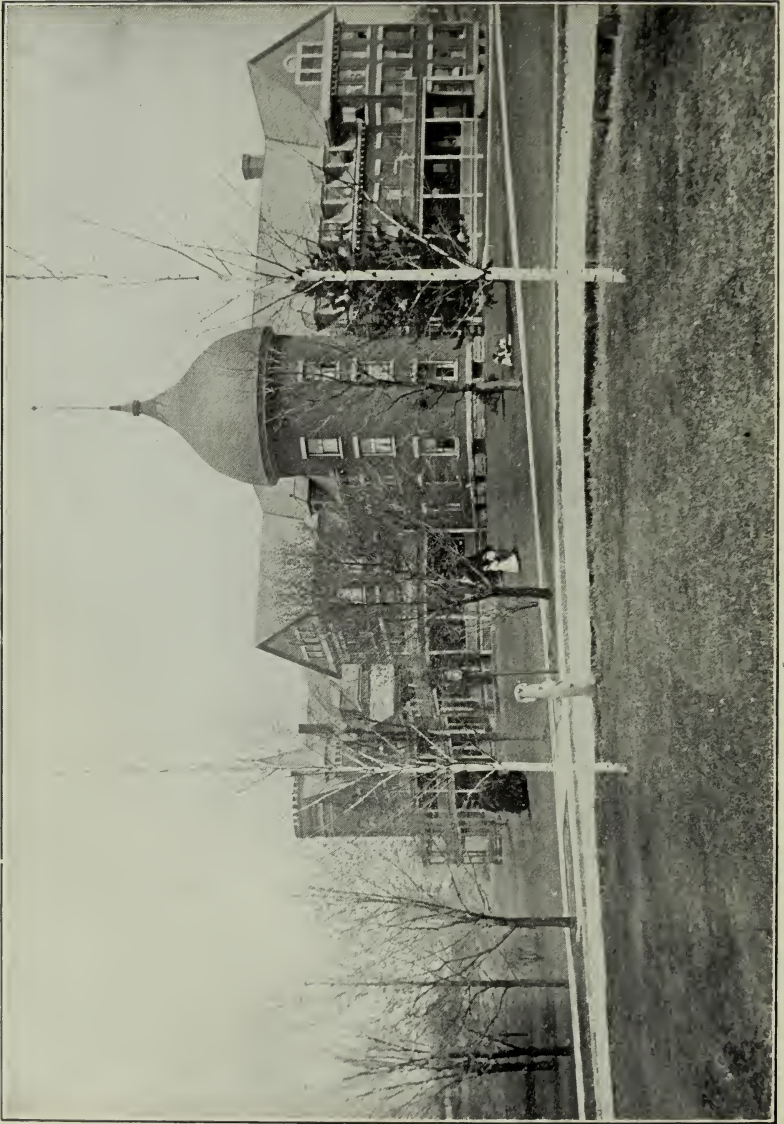
North Hall

Campus, Looking North

Chapel

South Hall

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North Hall

ALUMNI OFFICERS

GENERAL ALUMNI

1918-1919

President.....	H. L. Headland, Slippery Rock, Pa.
Vice-President.....	Rhuama Vincent, Slippery Rock, Pa.
Secretary.....	Flo Forrester, Slippery Rock, Pa.
Treasurer.....	Origen K. Bingham, Slippery Rock, Pa.

1919-1920

President.....	Dr. Thomas Duff, Slippery Rock, Pa.
Vice-President.....	William R. Rennick, Slippery Rock, Pa.
Secretary.....	Mrs. C. B. Kaufman, Slippery Rock, Pa.
Treasurer.....	Carbus Magee, Slippery Rock, Pa.

ALLEGHENY COUNTY

President.....	Clifford Edmundson, Lincoln Place, Pa.
Secretary.....	Bertille McBride, Braddock, Pa.
Treasurer.....	Dr. A. E. Bard, 3648 Bergman St., Pittsburgh, Pa.

BEAVER COUNTY

President.....	W. E. Rosenberger, Rochester, Pa.
Secretary.....	Leila Bonzo, Beaver, Pa.
Treasurer.....	Frank A. Barkley, Freedom, Pa.

BUTLER COUNTY

President.....	John E. Kocher, Zelenople, Pa.
Vice-President.....	H. L. Headland, Slippery Rock, Pa.
Secretary-Treasurer.....	Sylvia Cooper, Slippery Rock, Pa.

MERCER COUNTY

President.....	Glenn Dunlap, Mercer, Pa.
Secretary.....	Anna Davis, Farrell, Pa.
Treasurer.....	Mary Redmond, Mercer, Pa.

SENIOR CLASS, 1919

Armstrong, Elizabeth

Baird, Floray
Barnes, Florence
Barnes, Geneva
Barron, Esther
Beighle, J. Roy
Bermont, Dorothy
Billington, Dorothy
Bingham, Mary
Black, Helen
Black, Irene
Book, Ida
Bovard, Winifred Ray

Campbell, Isabel
Campbell, John L.
Casey, Alice
Chapin, Ruth
Close, Florence
Cole, Elizabeth
Croll, Frances
Cross, Josephine

Dight, Adeline

Eakin, Hazle
Elliott, Rosella

Fair, Mildred
Forrest, Ruth
Fowler, Edna E.

Gilmore, Letrugh
Gilson, Edna
Gosser, Velma

Hamilton, Margaret
Hamilton, Nellie
Harvey, Ruth
Heidrick, Estelle

Jamison, Ruth

Kerr, Beulah
Ketzel, Anna
Ketzel, Sallie
Koplin, Judith
Kuhn, Jean

Magee, Don
Meanor, Ethel
Meeds, Gertrude
Millar, Marian
McAnlis, May
McClymonds, Mary
McCreary, Genevieve
McCune, Fern
McDonald, Jack
McElroy, Marie
McKee, Helen
McKibbin, Anna

Patterson, Myrtle
Patterson, Norman
Pfeifer, Meryle

Rawlings, Elizabeth
Reis, Matilda
Rhea, Florence
Rhodes, Pauline
Pool, Hannah

Volant, Pa.

Edenburg, Pa.
Jackson Center, Pa.
Harrisville, Pa.
Slippery Rock, Pa.
New Wilmington, Pa.
640 Ninth St., Oakmont, Pa.
11 W. Pearl St., Albion, Pa.
Slippery Rock, Pa.
843 Hiland Ave., Coraopolis, Pa.
Grove City, Pa., R. D. 14.
New Castle, Pa.
Bovard, Pa.

McDonald, Pa.
Slippery Rock, Pa.
Beaver Falls, Pa.
Enon Valley, Pa.
1912 McClure St., Homestead, Pa.
Sandy Lake, Pa.
Slippery Rock, Pa.
Bruin, Pa.

Grove City, Pa.

301 N. Broad St., Grove City, Pa.
Freeport, Pa.

Volant, Pa.
New Castle, Pa.
McDonaldton, Pa.

510 Deleware Ave., Oakmont, Pa.
Volant, Pa.
Leechburg, Pa.

Argentine, Pa.
Argentine, Pa.
Third St., Bellevernon, Pa.
Cowansville, Pa.

Emlenton, Pa.

Slippery Rock, Pa.
115 W. Madison St., Mahoningtown, Pa.
115 W. Madison St., Mahoningtown, Pa.
2537 N. Myrtlewood St., Philadelphia.
Karns City, Pa., R. D. 1.

Slippery Rock, Pa.
702 Beltzhoover St., Pittsburgh, Pa.
607 Pennsylvania Ave., Oakmont, Pa.
629 First St., Braddock, Pa.
Edenburg, Pa.
Slippery Rock, Pa.
710 Monroe St., New Castle, Pa.
Beaver, Pa.
Slippery Rock, Pa.
510 Broad St., Ridgeway, Pa.
Grove City, Pa.
39 N. Jefferson St., New Castle, Pa.

Box 63, Yatesboro, Pa.
Slippery Rock, Pa.
34 Shenango Blvd., Farrell, Pa.

115 S. Seventh St., Duquesne, Pa.
McKees Rocks, Pa.
Worthington, Pa.
507 Garfield Ave., New Castle, Pa.
Hadley, Pa.

Rowe, Helen
Rumsey, Roscoe

Simison, Helen
Sober, Florence
Stewart, Lenoir
Stuebgen, Anna
Szobel, Ruth

Thompson, Florence L.
Thompson, Florence M.

Vogt, Martha
Voorus, Dorothy

Wallace, Frances
Webb, Florence
Whitehill, Eulalie
Wilson, Elma
Wise, George
Wootton, Mabel

Rovard, Bernice (Music)
Wolfe, Esther (Music)

381 Hulton Road, Oakmont, Pa.
Clintonville, Pa.

401 Florence Ave., New Castle, Pa.
Leechburg, Pa.
Avonmore, Pa.
Saxonburg, Pa.
50 E. Duquesne St., Duquesne, Pa.

Sharon, Pa.
Euclid, Pa.

Bruin, Pa.
Pleasantville, Pa.

127 W. Market St., Mercer, Pa.
75 N. Jackson St., Bellevue, Pa.
Hookstown, Pa.
Bulger, Pa.
Butler, Pa., R. D. 5.
1311 North Ave., Wilkinsburg, Pa.

Slippery Rock, Pa.
Tarentum, Pa.

THIRD YEAR CLASS, 1919

Ackerman, Hilda
Adams, Frances
Acy, Garnet
Allen, Beulah
Alter, Evalyn
Bame, Mildred
Bartmass, Verner
Bell, Leila
Bell, Lois
Black, Mildred
Blythe, Erma
Book, June
Book, Mae
Bovard, Alene
Brunton, Elizabeth
Campbell, Frances
Campbell, Frederic
Cook, Catherine
Cooper, Hazel
Cooper, Ida
Crawford, Ruth
Cross, Margaret
Denniston, Bruce
Denniston, Lloyd
Dickson, Bernice
Dickson, Twila
Donaldson, Dorothy
Douthett, Minnie
Earnshaw, Mary Emma
Elder, Fulton
Emmert, Margarete
Espe, Alice
Ferrante, Jennie
Fisher, Hazel
Fisher, Ruth
Gibbons, Emma
Gibson, Elizabeth
Googe, Lillian
Grove, Gladys
Hamilton, Christina
Hartzell, Eugene
Hartzell, Josephine

Hines, Margaret
Hockenberry, Grace
Hoffman, Faye
Hoon, Marie
Ivell, Mary
Job, Wylda
Johnson, Muriel
Karnes, Margaret
Logan, Martha
Magee, Wendell
Maxwell, Gladys
Miller, Lulu
Moss, Ethel
McAdams, Helen
McClelland, Ruth
McComb, Arthur
McConnell, Roberta
McKallip, Uldene
McMinn, Charles
Nelson, Margaret
Norris, Margaret
Phipps, Mary
Ralston, Mary
Reed, Anna
Riley, Myrle
Rodgers, Laura Belle
Rubright, Helen
Saviers, Mildred
Schink, Elsie
Shaffer, Isabel
Shelatree, Dewitt
Smith, Mary
Stewart, Hazel
Stickel, Dora
Surrena, Mary
Thompson, Marie
Umstead, Grace
Vosler, Maida
Vosler, Nannie
Weller, Nellie
Winner, Wade

COURSES OF STUDY FOR PENN SYLVANIA NORMAL SCHOOLS

(As finally revised and adopted at a meeting of Normal School Principals held at Harrisburg.)

NOTE—This course is based on the “unit” plan as proposed by The Carnegie Foundation.

A “unit” represents a year’s study in any subject in a secondary school constituting approximately a quarter of a full year’s work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length and that the study is pursued for four to five periods a week; but, under ordinary circumstances, a satisfactory year’s work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

Students admitted to the First Year shall have a fair knowledge of Arithmetic, Reading, Orthography, Penmanship, United States History, Geography, Grammar, Physiology and the Elements of Algebra. Test by the faculty. Failure to pass the faculty test by students who have completed only the 8th Grade will mean that the preparatory courses in these subjects must be taken.

FIRST YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Algebra	120		160
Latin, French, German or Spanish.....	120		160
School Management and School Law.....	120		160
Orthography	30		40
Reading and Public Speaking.....	40		50
Ancient and Mediaeval History.....	80		100
Physical Geography	40		50
Arithmetic	80		100
Grammar	120		160
Public School Music	40		50
Physical Training	80		100
Manual Training or Domestic Science.....	40		50

SECOND YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Plane Geometry	120		160
Rhetoric, Composition, Classics	120		160
Botany	80		100
Zoology	40		50
Civics	40		50
Modern History and English History.....	80		100
Caesar, French, German or Spanish.....	120		160
General Methods	120		160
Drawing	80		100
Physical Training	80		100

THIRD YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Psychology and Observation	120		160
English Literature	40		50
American Literature	40		50
United States History	60		80
Geography	60		80
Physiology and School Sanitation	60		80
Methods in History	40		50
Methods in Geography	40		50
Chemistry	120		160
Physical Training	80		100
(In addition to the above there will be re- quired one of the following subjects:)			
Cicero, French, Spanish, or German.....	120		160
Solid Geometry	60		80
Trigonometry	60		80
Geology	60		80
Astronomy	60		80
Economics	120		160
(Or any two of the following:)			
Rural School Management	60		80
Methods of Teaching Special Subjects.....	60		80
Hand and Basketry Work.....	60		80

FOURTH YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
Practice Teaching	120		160
History of Education	80		100
Agriculture	40		50
Nature Study	40		50
Arithmetic	40		50
Grammar	40		50
Methods in Arithmetic	40		50
Methods in Grammar	40		50
Virgil, French, Spanish or German.....	120		160
Public Speaking	40		50
Physics	120		160
Drawing	40		50
Manual Training or Domestic Science.....	40		50
Physical Training	80		100

In the fourth year Ethics, Logic and Sociology may be substituted for Virgil, French, Spanish or German. Philosophy of Education, Rural School Problems, or Surveying may be substituted for Ethics, Logic, or Sociology.

NOTE: German will not be taught during the year 1919-20. Of the Fourth Year electives, Ethics, Sociology, Modern Languages, and Rural School Problems are offered.

NORMAL PREPARATORY COURSE

The following Normal Preparatory Course is offered for students who are not high school graduates and cannot pass the entrance examinations to the regular Normal School Course :

Fall Term—Reading, Grammar, Algebra, Arithmetic, Geography, Spelling, Physical Education.

Winter Term—Reading, Grammar, Algebra, Arithmetic, U. S. History, Physical Education.

Spring Term—Composition, Algebra, U. S. History, Physiology, Penmanship, Physical Education.



South Hall

SCASSEN



Gymnasium and Music Hall

SUGGESTED COURSE FOR RURAL SCHOOL TEACHERS

The following course is suggested for rural teachers who are unable to complete immediately the Normal School course:

Admission to this course shall be as follows:

(1) By examination: (a) All students who do not have an official certificate of graduation shall be required to pass an admission examination in the common school subjects.

(2) By certificate:

(a) Graduates of the eighth grade in communities where there are no high schools shall be admitted to the first year of the Two Year Course for Rural School Teachers upon presentation of a certificate of graduation.

(b) Graduates of second and third class high schools who do not take the complete course will receive credit for equivalent work satisfactorily completed in the high school. Such credits may also be counted toward admission to the regular Normal School course.

(c) Holders of provisional certificates shall be admitted to the second year of the course for rural school teachers and be credited with the branches marked "passed satisfactorily" on the certificate.

TWO YEAR COURSE FOR RURAL SCHOOL TEACHERS

FIRST YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
(a) Reading and Oral English.....	60		80
(b) Grammar and Composition.....	60		80
Arithmetic	80		100
Physiology and Hygiene	40		60
Zoology and Botany	120		160
School Arts:	120		160
(a) Writing	40	50	
(b) Drawing	40	50	
(c) Industrial Arts	40	50	
Education:	120		160
(a) School Law & Hygiene	40	50	
(b) School Organization and Management	80	100	
Physical Education (Children's Games).....	40		50
Music			
Elective	120		160

SECOND YEAR

	No. of 60 minute periods	or	No. of 45 minute periods
English:			
Literature, Composition and Rhetoric.....	120		160
Algebra to Quadratics	120		160
Geography	60		80
Agriculture	60		80
History (U. S. and Pennsylvania) and Civics....	120		160
Education: Methods and School Problems.....	120		160
Physical Education	40		50
Elective	120		160

ELECTIVES

	No. of 60 minute periods	or	No. of 45 minute periods
1. English:			
(a) Rhetoric and Composition.....	60		80
(b) History of English Literature.....	60		80
(c) History of American Literature.....	60		80
2. Foreign Languages:			
(a) Latin, 1, 2, 3, or 4 (each).....	120		160
(b) German, 1, 2, 3, or 4 (each).....	120		160
(c) French, 1, 2, 3 (each).....	120		160
(d) Spanish, 1, 2, 3 (each).....	120		160
3. Mathematics:			
(a) Algebra through Quadratics	60		80
(b) Plane Geometry	120		160
(c) Solid Geometry	60		80
(d) Trigonometry	60		80
4. Science:			
(a) Physical Geography	60		80
(b) Chemistry	120		160
(c) Physics	120		160
(d) Geology	60		80
(e) Astronomy	60		80
5. History, etc.:			
(a) Ancient	60		80
(b) Mediaeval	60		80
(c) Modern	60		80
(d) English	60		80
(e) Economics	120		160
(f) Sociology	120		160
6. Drawing	60 or 120		80 or 160
7. Home Economics	60 or 120		80 or 160
8. Manual Training	60 or 120		80 or 160
9. Education	60 or 120		80 or 160
10. Music			

Students will not be allowed to carry more than six regular periods of work per day at any one time.

CONDITIONS FOR ADMISSION AND RULES FOR FINAL EXAMINATIONS

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools, as listed by the Department of Public Instruction, shall be admitted to the third year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. In case students who have satisfactorily completed four years' work in a foreign language prefer to take one or two years of additional work of the same foreign language, they may take State Board examinations in the additional work and shall have credit on their diplomas for the four years' work without being subjected to State Board examinations therein.

5. A person who desires to be admitted to the second or the third year without having previously attended an accredited

high school, must have a certificate of a commissioned Superintendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which one is conditioned under this rule or any one of the rules above, shall not foot up more than three hundred and twenty weeks.

6. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examinations at any other State Normal School during the same school year.

7. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a State Normal School shall be issued.

8. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry bookkeeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching except the one regularly issued by the State Board of Examiners to regular graduates shall be issued by any State Normal School or any person connected with any such school.

9. A certificate setting forth the proficiency of all applicants in all studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the

Faculty and presented to the Board. Studies that have been completed at a high school shall be designated by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

10. No State examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified in writing to the State Board of Examiners before such students are admitted to another State examination.

11. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a complete list of all who have taken advanced branches, together with a list of these branches; also a list of those who passed the State examination in any year, naming the year.

12. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

CERTIFICATES AND DIPLOMAS

A student who is graduated in the Regular Course will receive a certificate in which will be named the branches of the

course, and which will confer upon him the right to teach in the public schools of the State two years without examination.

A graduate in the Regular Course who has continued his studies for two years, and has practiced his profession during two full annual terms in the common schools of the state, will receive, upon presenting to the Faculty and Board of Examiners a certificate of good moral character and skill in the Art of Teaching from the board or boards of directors by whom he was employed, countersigned by the proper Superintendent of Schools, a second diploma or certificate, which authorizes him to teach in the public schools of the State without examination. Applications for the second diploma must be filed with the Principal before the meeting of the State Board of Examiners in June.

EXAMINATION FOR GRADUATION

Candidates for graduation are examined by the Faculty, and, if found qualified, are recommended to the Board of Examiners.

The State Superintendent, or his deputy, shall be President of the Board, and in conjunction with two principals of Normal Schools, and six County, City, Borough or Township Superintendents, shall constitute the Board of Examiners.

At the examination for graduation, a paper stating that the candidates have completed the course of study for normal schools, have taught the required time in the Model School, and have been examined and approved by the Faculty, shall be presented by the Principal to the Board of Examiners.

The examination by the State Board shall be in the following subjects:

Third Year: Psychology, United States History, Geography, Methods in History, Methods in Geography, Physiology, Rural School Management.

Fourth Year: History of Education, Nature Study, Arithmetic, Grammar, Methods in Arithmetic, Methods in Grammar, Drawing, Agriculture.

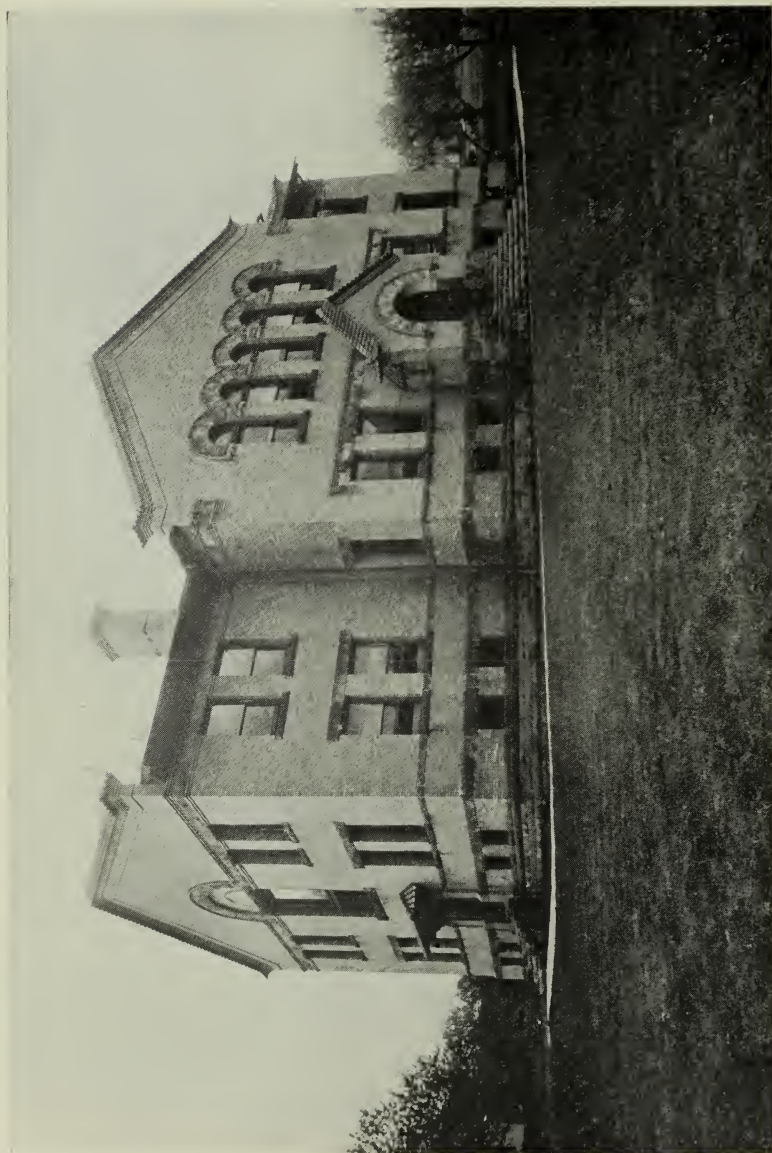
DEPARTMENTS OF STUDY

A successful normal school must make ample provision for the academic and professional training of its students. The teacher must have cultured powers and a well-informed mind. Whatever half-truths may lie in the principles advanced by Jacotot, it is certain that a person cannot teach what he does not understand. Without that co-ordinated mental development, which should be the only basis for all promotion or advancement, the teacher will be unable to think, to originate, to influence, to control. In no other way can a teacher so soon gain the respect of his pupils as by convincing them that his scholarship is of a high order of excellence. The Normal School, therefore, must make full provision for the scholastic training of its students.

But thorough knowledge of the subjects which we would teach is only one of the essential qualifications of a teacher thoroughly trained and fitted for the work. Professional preparation and training is demanded of all who can reasonably expect to succeed in the work of transforming the child into the man by developing all the powers of body and of mind. The day has gone by when every person who is conscious of his inability in other lines of work can hope to be counted competent to train the ignorance and weakness of infancy into all the virtue and power and wisdom of mature years. The true teacher must *know* his work—must be able to give a direct answer to his soul's question, "What is this which I do?" The laws of culture and instruction, the relation of the different branches of knowledge to each other and to the mind, the methods by which the human powers may be called into being and trained, must all be understood and appreciated by the person



Main Building



Model School

who would attempt to bring up the feeblest of creatures into a representative and interpreter of the Divine. We endeavor to lay broad foundations for the pedagogical training of our students.

KINDERGARTEN

Kindergarten Training—A kindergarten, under the direction of a teacher of rare attainments and qualifications, is established in connection with the practice-school of the institution. The object of this branch of the training department is to afford the pupil-teachers an opportunity to observe the characteristics of little children, and to gain some working knowledge of kindergarten methods. Our students derive great benefit from this work and are led to realize the value of the kindergarten in introducing a proper spirit into the primary schools of the country. In this department Seniors and Graduates may learn, through teaching and observation, the proper handling of the gifts and occupations, and the successful utilization of the play instinct of children. The advantages of this work, especially to primary teachers, cannot easily be over-estimated. The success of this department during the past years has been such as to prove its great value to our outgoing teachers, and strong efforts are put forth to increase its effectiveness each year. The practical kindergarten in operation is worth many talks about the methods of operation and the spirit of the instruction. This department is recommended to all students who expect to become primary teachers.

MODEL SCHOOL

This distinctive feature of the State Normal School is with us a true town school, under the skillful direction of an efficient superintendent and his assistants. It is the purpose of the officers of the school, in conjunction with the directors, to make this in every respect a Model School. The members of the Senior class practice in the school during the entire year. In the higher grades each student teaches one class daily; in

the lower grades each student teaches the entire day for one month. The classes are changed when necessary, the Seniors thus having an opportunity to give instruction in the different branches and grades. The various classes in Drawing, Singing and Physical Education are placed in charge of the Seniors under the supervision of the teachers in the Normal School. Plans for all written work are prepared by the student-teachers and submitted to the Superintendent.

The term of forty weeks' teaching under the direction of those who are competent to point out defects and suggest their remedies is, ordinarily, worth more to teachers than years of experience when teachers are left to discover their own faults and find their own way out of them. This is really the most valuable work in the course. The members of the Senior class observe and teach in the public schools of Slippery Rock, which constitute the Model School of this institution. Seniors meet the Superintendent of the practice school collectively each week for instruction in Methods and School Management, and individually meet him daily for special instruction adapted to their needs. This experience in public schools of high reputation and efficiency is an excellent preparation for the practical side of teaching, and gives the graduates of the school an advantage which cannot be well over-estimated.

The practice school as organized at present consists of three departments:—a kindergarten; a primary and grammar school of eight yearly grades; and a high school having a complete three-years' course. Every effort is made to make this an efficient and practical school.

The most important function of a Normal School is to discover, inspire, and train the teacher, and to fit him for his place in the public schools. To the trained teacher, Slippery Rock State Normal School offers unexcelled opportunities for acquiring the professional knowledge and technical skill indispensable to the best teaching. In its course of study are included all the necessary elements in the training of teachers, educational theory, thorough study of the subject-matter in

the common school curriculum, observation of model teaching, and practice in teaching under expert supervision.

EDUCATION

School Management—This course is a regular First Year subject. Graduates of first class high schools will take School Management in the Third Year. School organization, the daily program, physical surroundings of the school, school government, the spirit of the teacher, etc., will be studied. In connection with this course the School Law of Pennsylvania will be studied.

General Methods—In General Methods the aim of education, the teaching process, the inductive lesson, the deductive lesson, the art of questioning, the study lesson, the review lesson, social phases of the recitation, lesson plans, etc., are considered. This course is a regular Second Year study. Graduates of first class high school will take the course during the Third Year.

Methods in Penmanship and Drawing—This course is a part of the Second Year requirements in General Methods. A thorough course in Penmanship with special reference to teaching Penmanship in the public schools is offered. Methods of teaching Drawing, with special reference to hand work are considered.

Methods in Geography—Geography in relation to other subjects is considered. The method and material are considered. Methods of presentation in the different grades are carefully considered.

Methods in History—The aim of this course is to present methods of instruction in History and selection of material to be used.

Methods in English—This course includes methods in Language, Grammar, Composition and Literature. Stress is placed upon ability to develop the power of expression. The most approved methods of instruction and selection of materials are studied.

Methods in Primary Arithmetic—This includes methods of instruction in elementary Number and the fundamental operations. The most approved methods of presentation are studied, as well as the elimination of useless material.

Primary Methods—Under the direction of the principal of the Model School, special work in Primary Reading, Language, Number Work and Seat Work are studied in connection with the practice school. Students are required to know thoroughly at least one approved method of teaching Reading.

Psychology—The Third Year class devotes a full year to the study of Psychology.

Physiological Psychology receives special attention, considering mainly nerves, neurones, reflex action, functions of the cerebellum, medulla oblongata, and the peripheral nervous system, with special study of the special senses of vision, hearing, smell, taste and touch.

Analytical Psychology—The introspective phases of mental life receive consideration in the study of consciousness, attention, sensation, perception, apperception, memory, association of ideas, imagination, the reason, emotion, and the will.

The study of Physiological and Analytical Psychology is followed in the spring term by a careful study of Child Psychology, with special reference to the normal child and some consideration of defective and backward children.

History of Education—A careful study of ancient, mediaeval and modern education, with special reference to phases of present day educational problems. Application is constantly made with respect to Management and Method.

Rural School Problems is an elective in the Senior Year. Rural School Problems is offered to those who are interested in the rural school life. Certain phases of rural school conditions are studied, with reference to rural psychology. A text book is studied and supplemented by collateral readings of reports.

Rural School Management—A course offered during the Spring term for those students who are likely to teach in rural schools. Both Management and Methods are carefully studied, with special respect to the rural school.

ENGLISH

Grammar—Much attention is given to the study of Grammar. The work is made as practical as possible. The aim is to give the student the essential facts of the subject, and to enable him to express these facts in as simple a way as is consistent with accuracy. The student is trained in the use of his mother tongue by having him use it. The plan is to require nice discrimination from the first, and to make the power to draw nice distinctions one of the chief disciplines of the subject. Due attention is paid to parsing, analysis, and structural forms of the language.

Rhetoric—The work in Rhetoric and Composition is adapted to the needs of students who are learning to express themselves with the pen. The understanding of the principles of the various kinds of composition, the appreciation of beauty of expression, and the acquisition of a good, clear style constitute the natural aim of the student in this branch. The instruction is such as will show a young writer how to present what he has to say in the best English within his reach, and in a form adapted to his purpose.

Literature—The study of Literature includes a critical examination of the masterpieces of English and American writers, in order to cultivate a love for the beautiful and true through the study and appreciation of the thoughts of certain great authors. A systematic study of the history of literature is undertaken in less degree. Among the forms of literature receiving attention are the oration, essay, ballad, sonnet, ode, short story and drama. The Senior class covers the work for prescribed college entrance, including the study and interpretation of at least five classics.

Senior English—During the Senior Year methods of presenting English Composition, Spelling and Formal Grammar are studied, in addition to a careful review of English Grammar.

Orthography—The subject of Orthography includes a careful study of the spelling, enunciation, pronunciation, meaning, and use of words. Constant drills in spelling and defining are given to the student, and the importance of correct spelling and understanding of words is emphasized. Word analysis, including the literal meaning of the prefixes, suffixes, and roots which compose our most familiar derived words, receives proper attention. Diacritical marks and accents are studied so that proficiency in the use of the dictionary may be gained.

Reading—The objects to be attained in the work of reading are the getting of the thought from the printed page, and the gaining of the power of vocal expression. The teacher endeavors to make the reading lesson a thinking lesson, in which the mental grasp of thought-getting is given special prominence. Exercises are given in comprehensive sight reading, from magazines and periodicals, together with the proper rendition of hymns and selections from the Bible. A judicious use is made of phonics; and drills in emphasis, inflection, and expression are introduced. The student must first be a good reader before he can be an artist in expression.

Public Speaking—The object of this course is to develop initiative and effective speech; to train students in the communication of the thoughts and feelings of one mind to others, by means of the voice in speech, and by means of the body in gesticulation; to improve the general mental habits and to develop systematic reading, research and thought. Attention is given to rules and practice in Parliamentary Law; clear organization of ideas in the mind of the speaker; retention of the well organized ideas during delivery; mastery of the language and the technical control of the voice in speech and of the body in gesture. Frequent opportunities are given students to appear in public through the literary societies, public meetings and carefully chosen plays.

LATIN

It is the aim of our instruction to see that the study of Latin does not become a barren waste of time and energy, but a means of securing that broad culture which must remain the mark of the educated man. The student, in some degree at least, becomes a partaker of the benefits which flow from the study of the life of a great people as revealed in its literature and art.

First Year Latin—The first year work consists in the grounding of the student in Latin forms and inflections, and in the general principles of the syntax of the language. The text in use during the three terms of the year is Smith's First Year Latin. The Roman pronunciation is used, and many of the sentences are read by the instructor as a guide to the pupils in pronunciation. Constant reviews are given. Upon the completion of this course, the student is thoroughly prepared to study Caesar intelligently.

Caesar—Four books of Caesar are read during the second year. One lesson each week is devoted to prose composition, the vocabulary

used being chiefly from Caesar. The aim is to acquire the power to use readily the more common constructions. Part of the advance lesson is used for sight reading.

Cicero—During the third year, six of Cicero's orations are read. Frequent exercises are given in which the teacher reads the Latin and the students translate from hearing. Special attention is given to the critical study of conditional sentences and subjectives.

Virgil—In the Senior year, six books of Virgil are read. Careful attention is given to all mythological references, using as authorities Gayley's *Classic Myths* and Guerber's *Myths of Greece and Rome*. The characteristic rhythm of the *Aeneid* is observed in the reading, and short sentences are committed to memory. Constant comparisons are made between the forms and constructions employed in poetry and those in prose. Considerable attention is given to the study of Latin and English cognates.

Advanced Latin—When sufficient number of students desire to study Advanced Latin of college grade, a class will be organized, which class will take up Horace and Livy or other Latin which may meet a particular need. By taking Advanced Latin under the State Board, credit is given for Cicero and Virgil without State Board examination in these subjects.

MODERN LANGUAGES

German will not be taught during the school year 1919-20.

French or Spanish may be substituted for Latin. No credit will be allowed in Language unless the Language for which credit is asked has been studied for two years. Classes will be organized as needed.

First Year French—During the first year of study careful drill in the pronunciation of the language is given, and the students become familiar with the rudiments of the grammar. Conversation and dictation exercises are used as aids in securing command of the language. The reading comprises Bierman & Frank's *Conversational Reader*, and Meras & Roth's *Petit's Contes de France*.

Second Year French—During the second year, advanced work in grammar and composition is given. The class reads six hundred pages of standard literature. Sight reading, composition, and the making of resumes of the texts read are continued throughout the course. Among the works read in the second year are: Halevy's *L'Abbe Constantin*, Labiches *Le Voyage de M. Perrichone*, Daudet's *La Belle-Nivernaise*, Le Sage's *Til Blas*.

Third Year French—In the third year may be read: Picard's *La Petite Ville*, Hawtrey's *Le Fee des Greves*, Racine's *Athalie*, Balzac's *Le Cure de Tours*.

First Year Spanish—Spanish will be offered as an elective at Slippery Rock State Normal School during the year 1919-20. Classes will be organized as need develops.

Second Year Spanish—If sufficient students who have studied First Year Spanish apply for second year work, classes will be organized in 1919-20.

MATHEMATICS

The primal condition of the existence of mathematical science as such is that the first principles shall be so clear and so perfectly defined that no one can mistake them. In order that the student may be led to see the order, harmony and beauty of real mathematical science, the fundamental principles must be exhibited in a clear and unmistakable light. It is the purpose, therefore, of the teachers in mathematics to see that the students grasp thoroughly the science of each subject. The fundamental principles are developed inductively through the solution of particular problems and cases which gradually increase in generality until the mind grasps the greater truth. Principles are emphasized in all the subjects, for it is believed that no one who has not a thorough knowledge of primary principles and their relations can become a skilled mathematician.

Arithmetic—The pupils are led by easy transition from the elementary forms of reasoning to pure mathematical demonstration. The mastery of the processes and principles is shown to be essential to any person who would be of use to himself or others in the actual business transactions of life, wherein results must be exact and computations quickly completed. The aim is to make the subject thoroughly practical. Among the topics to which attention is directed are: fractions—common and decimal—reasons in simplifying; percentage—its uses in business transactions, short methods; longitude and time—standard time; ratio and proportion in relation to careful reasoning; advanced arithmetical computations. Special attention is given to exact, correct, and concise statements.

In the Senior year, a careful study is made of the principles underlying the teaching of the subject in the public schools. A comprehensive review of the principles and processes is made in order that additional power in computation may be gained. Broader, clearer, and more accurate knowledge of the subject is sought, and the power to analyze conditions cultivated. The subjects, square root, cube root, mensuration, progressions, interdependence of arithmetical principles, and the proper presentation of the various subjects to a class in the public schools are given much attention.

Algebra—In order that Algebra may prove an interesting subject to the pupils, we try to present it according to an attractive method. Attention is given to algebraic processes, while the ideas which have been developed in the study of arithmetic are associated with those involved in algebra in such a way that no difficulty is experienced in passing from reasoning with definite numbers to reasoning with general numbers. We aim to show that a knowledge of the subjects rests upon certain elementary principles. These are developed by means of questions leading the student to infer and apprehend clearly the truths presented. Clear and accurate statements follow, and then full proof of the principles involved. Upon these foundation principles the whole subject is based, and frequent reference is made to them. The treatment of the equation is basic, and the student is made familiar with its fundamental principles, so that rapid progress is made when consideration of the more abstract phases of algebra is undertaken.

Geometry—Geometry is essentially a disciplinary study, and the amount of the benefit derived from its consideration will depend upon the independent thought expended upon it by the pupils. It is recorded of Euclid that, when Ptolemy asked whether there were no easier means of learning geometry than that given in his writings, he replied, "There is no royal road to Geometry." In our teaching of this subject the pupils are encouraged to search out their own authorities for verification. Pride in independent work is a most important factor in securing satisfactory results. Much attention is given to the original exercises, and the pupils are encouraged to make neat and accurate constructions in all work undertaken. Clearness of conception and exactness of expression are sought under all circumstances. Solid Geometry is studied by those who elect it, and is often taken by students who are able to carry an extra branch of study.

Trigonometry and Surveying—This institution has recently purchased a fine Gurley transit, chains, pins, etc., and is now ready to offer superior advantages to any who wish to acquire a thorough knowledge of the surveyor's work. Our methods are not the antiquated forms in use in many schools, but the fresh and vigorous practice of the Coast Survey. Full instruction is given in the details of map-drawing, mechanical drawing and construction.

NATURAL SCIENCE

Geography—The subject of Political Geography is carefully taught as presented in modern text-books, with abundant help in the forms of maps, globes and illustrations. Facts and casual relations discovered in the study of home surroundings prepare for the study of distant and unseen natural features, resources, industries, commerce, modes of communication, and unfamiliar peoples. Students who expect to enter the first year are urged to prepare thoroughly upon this branch before entrance upon the normal work.

Physical Geography—A thorough course in Physical Geography is given. Geological agencies now operative are first studied; the forces producing changes, and the laws of their operation are considered; also the structure and development of the earth and the adaptation to the support of life are traced. The development of the nation is considered with reference to its dependence upon climate and general geographic conditions.

Botany—The course in Botany aims to awaken a natural interest in the various forms of plant life. The student is led to know plants as living things that do work and overcome obstacles. Whenever possible, the plant is studied rather than the text-book. Seedlings are grown and observed by each pupil, experiments are performed, and field work is done. The few plants that are collected and mounted by each pupil serve to work out a definite problem. In the class-room rare and curious plants, seaweeds, etc., are shown, and some work with the microscope is done. Many photographs, showing various conditions of plant-life, have been prepared by the instructor in charge and are used in the class-room work.

Zoology—The subject of Zoology should bring the student into close contact with the animal forms of his environment. While studying the general principles which underlie all living forms, the aim is to



Girls' Basket-ball League



Foot-ball Team



Basket-ball Team

lead the student to see for himself, in the animals with which he is familiar, the adaptation of habit and structure to surroundings and mode of life. The development of a sympathetic appreciation of the beauty and harmony of nature as seen in the forms of the animal kingdom is the object sought. As a means of studying the life-history of animal forms, special attention is given to the development of insects, and the students are encouraged to collect and observe the habits of larvae and trace their metamorphoses.

Physiology—In the study of this subject the foundation is laid in the general principles which underlie all life. This is accomplished by comparison with the lower forms of the animal kingdom, and by the microscopic examination of the various structures and tissues of the body. The study of the facts of human physiology is made the basis of instruction in the principles which underlie the care of the body. Special prominence is given to the proper care of the health in relation to school life and work and to the best methods of teaching this important subject in the public schools.

Chemistry—In the teaching of this branch of science class-room work is combined with the work of the laboratory so that they are supplementary to each other. The various objects are studied first in the class-room, and the students are then assigned work in the laboratory, which will serve to illustrate and fix the principles involved. The constant aim in the study of general Chemistry is to lay a broad foundation in the general principles of this science so that the student may afterward, if he so desires, proceed to special work. The opportunity is offered to take up a year or more of advanced work.

Physics—The subject of Physics is studied from the practical rather than from the theoretical side. Sufficient of the theory is given to enable the students to deduce the laws from experiments, which are a constant accompaniment of the class-room work. The students are directed in the performance of many experiments, with improvised apparatus, for the purpose of showing how the various principles may be used in the public schools. Special attention is given to the recent developments in electrical science, and the principal functions of the electrical current are illustrated by actual measurements. Throughout the work, clearness of statement and scientific accuracy are required.

Geology—In the study of Geology the aim is to familiarize the student with the ordinary rocks and rock-making minerals, so that he may recognize the more common forms. The agencies by which the earth has been brought to its present condition are studied, and, as far as possible, these are illustrated by the geological features of this locality. In the study of historical geology, special attention is given to the formations of the Carboniferous Age as shown by the coal and limestone beds in this portion of the state.

Astronomy—The object of the study of this subject is not conceived to be that of rendering students expert astronomers, but rather to lead them to an appreciation of the beauty and harmony of the laws of nature as seen in the order and movements of the heavenly bodies. With this end in view, the student is given the general principles on which the science depends, and is taught to apply them in simple observations such as may be available to him without the equipment of an astronomical laboratory. The movements of the sun and moon, the causes and phenomena of eclipses, the relations of the bodies which

compose the solar system, and the form and position of the principal constellations are subjects which receive special attention.

Nature Study—In these days of advanced ideas, when the demand is growing stronger every year for concrete work in education, much stress is laid upon Nature Study as affording desired mental discipline. Much work is done in connection with botany, zoology, and the other natural sciences; and the Seniors are required to apply these lessons in the practice school. There the pupils are led to study the representatives of most of the larger groups of plants and animals found in the neighborhood. Pupils also learn about the various products of plants and animals that are used for food, clothing, implements, building materials, and medicine. The pupil is taught to find the meaning of each fact that comes under his observation. Thus the study of nature becomes a delightful recreation, and not a mere task.

Agriculture—In the Senior year all students are required to take the work in Agriculture. In this course the regular problems of Agriculture are studied, with special emphasis upon conservation of the soil and the improvement of plants and animals. Boys' and Girls' Club work is stressed. The work in the class room is correlated with practical demonstrations and observations in the school gardens.

HISTORICAL SCIENCE

History of the United States—In the intellectual development of the youth of America there can be no more helpful and important discipline than the study of the history of their own country—in its events, institutions, and social and industrial movements. The proper teaching of history stimulates the student to general research in subjects; it leads to a spirit of inquiry, and develops a deeper love of country. The relation of cause and effect in events should be kept constantly in view. In this department, the work in the class-room is based upon text-books, supplemented by biographical incidents illustrating the characters of the makers of history. Special attention is paid to the political growth and industrial advancement of the United States. Great use is made of outlines, and students are recommended to read certain historical poems and novels in connection with the regular class-work. Frequent reviews and examinations are given in all classes in history.

General History—The public conception of what constitutes history has greatly broadened during the past century. In the former days of teaching, the details of battles, the intrigues of courts and kings, were the chief considerations. Now the thoughts and actions of the people are deemed more important; the social, economic and ethical elements of human life and progress attract the careful attention of teachers of history. The course in General History embraces two terms' study of the subject, in which the origin, development and growth of countries and their institutions are carefully considered. Special attention is given to the great characters in history—creators of events. The leading elements of historical development, such as reformations, important movements for advancement of nations, the germination of modern institutions, and the transitions to more liberal forms of government are each and all dwelt upon in their varying relations. The text in use is supplemented by stories from authentic sources,

while the students are directed to the library for further material and information.

English History—This branch is a required study in the Spring Term of the second year. During the term the class studies the geography, development and advancement of England as shown in history. Attention is directed to the great changes in the political and religious character of the country. Among the topics emphasized particularly are its revolutions, literature, institutions, lines of rules, influence upon other nations, and the commercial and industrial relations with the world at large.

Civil Government—The demand upon public schools today is a systematic training for citizenship. To talk about patriotism is not enough; the highest ideals of citizenship must be made a part of the school course, not alone in the highest schools of the lands, but in the grammar schools and in the little schoolhouse of the country road as well. In accordance with this idea, the students of the second year make a careful study of the Civil Government of the United States and of the State of Pennsylvania. The work prepares the students not only to teach this important subject, now required in the public schools of the State, but to perform in a better manner their duties as citizens. They must be led to the discipline and practice of good citizenship through the understanding of the spirit of the same. The facts of the Constitution and such comments as are found in ordinary texts are carefully studied, and supplemented with much additional information and practical application.

SCHOOL ARTS

Drawing—This is a regular second year study. The subject of Form Study and Drawing receives the attention which its importance demands. As a knowledge of drawing is required of every teacher, it is the aim to give students a knowledge of fundamental principles; to emphasize the industrial and the aesthetic values of the subject; and to develop the appreciation, creative ability, and individuality of the students. Outline-drawings from models, objects, and nature are made. Then follows studies in light and shade; simple landscape compositions in pencil, ink-wash and color; water-color work from nature; simple decorative drawings and patterns.

Senior Drawing—In the Senior year special attention is given to methods of teaching the subject in the various grades, to its use in other subjects, and advanced work in form and color.

Advanced Drawing—Seniors who have completed their work in Drawing and show special ability are given an opportunity to take this work in Advanced Drawing during the spring term. This work prepares teachers to be special teachers of drawing.

Elementary Hand Work—Realizing its importance, one term is spent on the various forms of Hand Work suitable both for the lower grades and for the higher grades where the usual Manual Training and Domestic Science are not practical. Such work as may be carried on in the ordinary school room with little equipment is given special attention. This work includes paper folding and cutting, card board con-

struction, raffia and yarn weaving, basketry, stenciling, whittling and chip carving.

Shop Work—A course is offered which aims to give skill in the use of the ordinary bench tools, to give a knowledge of methods of construction and to develop ideas of beauty in the working out of original problems. The course includes the making of simple objects from the working drawings, and the planning and construction of pieces of furniture from hard wood. Among the pieces made are stools of various kinds, book racks, magazine racks, tables, chairs, porch swings and screens.

Penmanship—Full opportunities are provided for the acquisition of a good style of Penmanship. The essentials of good business writing are legibility and speed. These are secured by the use of the approved Zaner system at present employed in the school. Economy of effort is the basis for determining all the details of form, position, movement and aims of practice. Penmanship is considered only as a means to an end.

Public School Music—A period of each day is given to instructing students in the elementary principles of vocal music. The subject is considered from the teacher's point of view in order that students may learn how to teach music in the public schools. A large chorus-class, open to all, is organized each term for the purpose of practice in singing at sight and for enjoying the works of the masters of music.

PHYSICAL EDUCATION

The work in Physical Education is organized not only for the purpose of controlling all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The supervision and general control of this department is under the Director of Physical Education advised by the Principal and Board of Trustees. It supervises all training and coaching of teams, arranges all schedules and has general charge of all athletic contests on the athletic field, tennis courts and athletic and gymnastic equipment.

In the regular normal school work students are required to take one period per week in gymnasium and one period per week in special graded work—in the First Year, wands; Second Year, club swinging; Third Year, play ground work; Fourth Year, public school gymnastics. For special work see Department of Physical Education.

DEPARTMENT OF HOUSEHOLD SCIENCE AND ART

This course aims to develop an appreciation for the home and those things which belong to the home. If the house is to be an attractive institution, the woman must have time which she may spend in exercising physically or mentally. This is termed leisure. In order to have this time, her household duties must be accomplished in a practical and economical way. Not practicality and economy measured in dollars and cents alone, but that measured in conservation of time and energy also. This conservation results in the raising of standards and qualities, for it is only when one knows how to do a thing well, and knows when it is well done, that the best results are obtained.

SEWING

Elementary Sewing—This course includes all stitches, seams, and hems used in practical sewing. These are to be used on articles made over very simple patterns.

Advanced Sewing—In this course a study of the sewing machine will be made, which will include the care of the machine, the repair, and a knowledge of its parts. Using both hand and machine stitching, such garments as the pupil, in the instructor's discretion, is capable of doing well, will be made.

Dressmaking—Elementary sewing is a prerequisite to this course. In this course the pupil will obtain a working knowledge of the sewing machine. Dresses will be made over commercial patterns which will be studied and altered to the individual. Work on the sewing machine will be stressed

along with as much of the work included in elementary sewing as is expedient.

Millinery—In this course a study will be made of milliner's stitches along with their practical uses. The making of wire and buckram frames, along with their covering and trimming, will be arranged to meet the needs of the individual.

Art Needlework—This will include the making of scarfs, center pieces, curtains, cushions, collars, etc., on which a variety of stitches may be used. Crochetting and knitting will also be taught.

For all the above courses, students must provide their own pins, needles, thread, thimble, scissors, tape measure and cloth. For course in art needlework, in addition to the above named, knitting needles, crochet hook, and embroidery hoops.

Textiles—This course includes a study of cotton, wool, flax, and silk; a study of production or cultivation of each, along with its manufacture into cloth, and a study of the machinery used in such manufacture, will be made.

COOKERY

Elementary Cookery—This course is designed to give a working knowledge of the common foods along with the preparation which renders them most nutritious. The manipulation of household utensils which results in efficiency will be stressed.

Advanced Cookery—This course is based on elementary cookery. A broader study of foods, along with their classification, preparation, and combination with other foods, will be made. More complicated manipulations which result in skill, will be introduced. The class will plan meals and lunches which will be served during each term.

For both of the above courses the student will provide a large white apron (bungalow, Hoover, or cooking apron), white cap, hand towel, dish towel, dish cloth, and hot pan holder.

Food Study—In this course a study of each food will be made including its history, cultivation, chemical composition, digestion, nutritional value, and its place in the diet.

TWO YEAR COURSE FOR HOUSEHOLD ARTS TEACHER

FIRST YEAR

	No. of 60 min. periods
Orthography	30
Reading and Public Speaking	40
Arithmetic	80
Grammar	120
Public School Music	40
Physical Training	80
Plane Geometry	120
Drawing	40
Elementary Sewing	80
Elementary Cookery	80
Food Study	40
Millinery	40

SECOND YEAR

	No. of 60 min. periods
Rhetoric, Composition, Classics	120
Physiology and School Sanitation	60
Physical Training	80
Child Study	40
Hand and Basketry Work	60
History of Education	80
Agriculture and Nature Study	80
Advanced Cookery	80
Dressmaking	80
Methods and Course in Sewing for Graded Schools.....	40
Textiles	40
Art Needlework	40

MUSIC DEPARTMENT

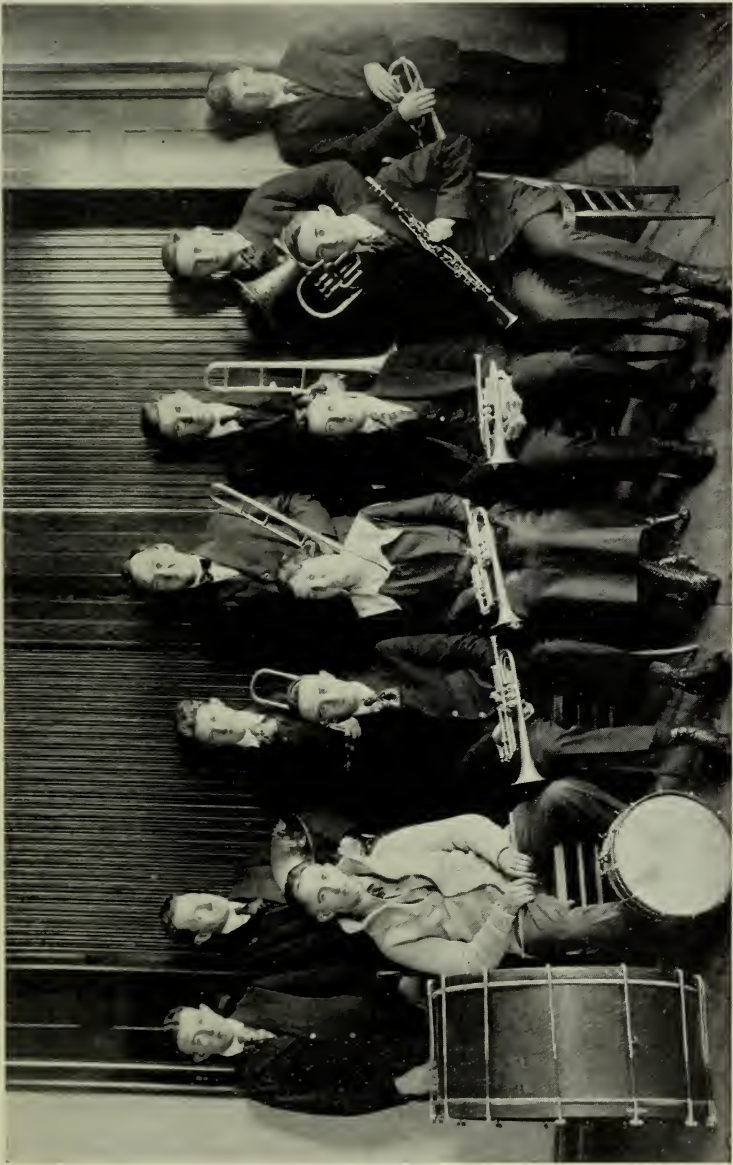
No type of school has influence so great and widespread as has a Normal School. Through its graduates, it reaches not only the cities and larger towns, but also the smaller towns and rural sections where so much depends upon the individual teacher.

The name "musician" was formerly applied only to those who could play or sing reasonably well. But today we realize that music is the heritage of all and the term "musician" includes all who appreciate and understand music. It is for this broader and higher conception of music that the Music Department of Slippery Rock State Normal School stands. We consider that our first and foremost duty is to the student body as a whole.

This same ideal is today manifesting itself in the entire musical sphere at large when groups and entire communities gather together for "sings." This movement is still in its infancy and is to grow and grow until we become a singing nation. The center for this activity is usually the school-house, and often the directing of the singing is in the hands of the teacher.

The one time and place that the students of this school can come together is every school morning in the chapel service. Here real community singing is carried on. The songs are the type that are used on such occasions and the students have the opportunity to observe how to interpret these songs and how to direct such an assembly.

The week of February 17th is the National Week of Song. Every evening of that week the people of the town and com-



Band



Orchestra

munity will join the students in the Chapel and there will be community singing on a larger scale.

For the further development and broadening of musical taste in the school, frequent lessons in Appreciation of Music are given in the morning assembly by teachers and advanced pupils of the Music Department. Through this the students become familiar with some of the best music and learn how to become appreciative listeners.

MUSICAL ORGANIZATIONS

This school offers unusual advantages in both the number and kind of its musical organizations. Students who have musical ability along any line have the opportunity to further cultivate and develop it. The works of only the best composers are used and great emphasis is laid upon the interpretation of these works.

There are no charges for membership in these organizations, but regular attendance is required.

The Choir is composed of mixed voices and furnishes the music for the Sunday Vesper Services in the Chapel. Realizing the increasing importance churches are giving to this part of their service, we hold a high standard for the music of our Vesper Service.

The Mixed Chorus is open to students of both sexes. This organization takes up the study of some of the best choruses, cantatas, oratorios, and operas. On February 10th, it rendered "The Rose Maiden," by Cowen.

In the *Girls' Chorus* the same standards are held that are characteristic of the Mixed Chorus. On February 1st, this chorus gave "The Legend of Bregenz," by Bendal.

The Octette is composed of selected Senior girl voices. Beside organization concerts the Octette assists on special occasions throughout the year. On February 1st, it gave "The Garden of Flowers," by Denza, in combination with students

of the Department of Physical Education who interpreted the spirit of the cantata by aesthetic dances.

The Junior Orchestra is open to students who can read and play well simple music. Regular attendance is required at the weekly rehearsals. The work of this orchestra is a stepping stone to the School Orchestra.

The School Orchestra is open to students who can read and play well quite difficult music. It gives several concerts during the year, accompanies the different choruses as well as the singing in the chapel service every morning and assists on special occasions throughout the year. On February 7th, the School Orchestra accompanied the entire of Cowen's "Rose Maiden," sung by the Mixed Chorus.

The Band is open to students who can read band music reasonably well. Regular attendance is required at the two weekly rehearsals. Two concerts are given during the year beside the out-of-door concerts in the spring term.

PUBLIC SCHOOL MUSIC

In the regular Normal School Course, Public School Music is a required subject. This is taught in the first year. The ground covered includes the rudiments of music—notation, scales, intervals, and melody-writing, beside ear-training and music-reading.

This lays the foundation for Methods of Public School Music which is a required subject in the third year. In this class the best and most modern methods of teaching music in the schools are studied. The work of this class is made practical in the fourth year when the Seniors teach in the Training School.

COURSES OF STUDY

It is impossible to map out a strict course for any department, for, with the exception of theoretical branches, the

studies must be suited to the needs of the individual student. Just as a doctor cannot give the same medicine to all his patients for their various ills, no more can a teacher of music correct the faults and fulfill the needs of her pupils by giving all the same studies.

Nor is it possible to map out a course and say that it will take three years to complete it. The ground that one student could cover in three years might take another student five years. The natural ability of the pupil, the amount of time available, and the ability to utilize this time are the main factors in determining the length of time it will take the pupil to complete the course.

The following courses are general outlines to show the standard of the work in the various departments.

To those completing either the Voice or Pianoforte Course a diploma is awarded.

PIANOFORTE COURSE

Preparatory Course—Hand position; preliminary exercises of the Leschetizky method; Gurlitt, Burgmüller, Loeschorn, LeCoupey, Köhler, Clementi, Duvernoy.

First Year—Technique; Czerny Op. 299; Heller; Bach "Little Preludes and Fugues"; Sonatas by Clementi; Kuhlau, Haydn.

Second Year—Advanced technique; Czerny Op. 740; Cramer; Kullak Octave Studies; Bach "Two and Three Part Inventions"; Sonatas by Haydn and Mozart; Pieces by Schumann, Schubert, Grieg, MacDowell.

Third Year—Clementi's "Gradus ad Parnassum"; Moscheles; Bach "Well Tempered Clavichord"; Sonatas by Mozart and Beethoven; Compositions by Chopin, Schumann, Liszt.

Great emphasis is laid upon memorizing. There are frequent opportunities for playing at the Students' Recitals

and the advanced students do a great deal of ensemble playing. This latter not only gives pleasure to the performers, but it also improves their music reading, develops the rhythmic sense, and aids interpretation.

The study of English will be required in each year of the course.

For graduation the student must have one year of History of Music and two years of Ear-training and Harmony. This includes the Rudiments: notation, scales, intervals, melody writing, elementary harmony and advanced harmony. The texts used are Cooke's History of Music and Skinner's First and Second Year Harmony.

Graduates are required to give a recital during the Senior year.

VOICE

Preparatory Course—Breathing exercises; voice placement; simple vocalises; music reading.

First Year—Technique; exercises by Abt, Concone, and Sieber; simple songs.

Second Year—Technique; Panofka, Vaccai, Concone, Marchesi; songs by Schubert, Mendelssohn, and American composers.

Third Year—Advanced technique; Spicker; Panofka, songs by Schumann, Schubert, Brahms, etc., and songs from standard oratorios and operas.

For Graduation—The requirements are the same as for the Pianoforte Course with the following additions: The student must be able to play simple accompaniments, must have had one year of History, two years of Modern Language, in addition to three years work in English, and must have completed Melodia.

Graduates in this department are required to give a recital in the Senior year.

VIOLIN

This department has been opened for those wishing private lessons and either beginners or advanced students are invited to study. Classes are arranged each term for those not desiring to take private lessons. These classes meet once a week. Capable teachers have been provided for this work. Great care is taken as to the tone production.

WIND INSTRUMENTS

This department offers unusual opportunities to all interested in the band instruments. Students are prepared not only to enter the school band but also to do solo work at the students' recitals. The best modern methods of instruction are used.

PIPE ORGAN

November 1, 1919, will see the completion of a fully equipped and thoroughly modern three-manual pipe organ in the Chapel. It is the gift of the alumni and friends of the school. During the year organ recitals by artists will be an added attraction for our school.

A limited number of students will have the opportunity to study this grandest of instruments. The demand for organists is increasing as organs are rapidly being installed in churches, halls, stores, theatres, and other public places all over the land.

DEPARTMENT OF PHYSICAL EDUCATION

PHYSICAL TRAINING

The work in Physical Education is organized not only for the purpose of cultivating all athletics and gymnastics, but of giving to each student, regardless of physique or athletic ability, some form of physical exercise in which he may safely indulge with profit.

The expression of this department is under the direction of the Athletic Committee and is divided into both corrective and educational gym for development, co-ordination and objective control.

Those who are physically unable to take up the regular class work may take the corrective work and thus prepare themselves for the graded class work.

The costume worn by the young ladies consists of black bloomers (which may be purchased at the school for \$1.65), white middie, black tie, shoes and stockings.

Physical Education for the young men will be under the direct supervision of an athletic director who will also act as coach of the different teams and accompany the teams on all trips away from the school.

Students are permitted to remain on the athletic teams only so long as athletics do not interfere with their studies. The forms of athletics in which the school participates are foot-ball, basket-ball, base-ball and tennis.

FIRST YEAR

Anatomy—Two periods a week upon general anatomy, especially explaining those points which are of importance to the future teacher of Physical Education.

General Kinesiology—One period a week. Lectures and recitations upon the mechanics and classifications of exercise.—Mrs. DeArmit.

Vocal Expression—One period a week on proper training of voice; the element of expression, localization of speech and exercises in reading, speaking, etc. As commands are extensively used in teaching gym, this part will be most helpful.

English—Four periods a week. Regular First Year English of Normal School.

Educational Gym—Two periods a week. The progression characteristic of the Swedish system will be thoroughly taught, so that at the end of the course even those who are weak will be physically strong.

Electives—Club Swinging, Dumb Bells, Wands, Folk and Aesthetic Dancing.

SECOND YEAR

Physiology—Two periods a week. Demonstrating those laws which are of special interest to the teacher of physical education.

Special Kinesiology—One period a week. The philosophy of each position and movement will be explained, also the basis of progression and tables of exercises.—Mrs. DeArmit.

Play Ground Training and Gym Games—One period a week.

Educational Gym—Two periods a week. Continuation of work begun in first year.—Mrs. DeArmit.

Rhetoric—Four periods a week. Second year English of Normal School.

Psychology and Child Study—Four periods a week.

Vocal Expression—One period a week. Continued from first year.

Activities—Folk and Aesthetic Dancing, Basket-ball, and Tennis.

THIRD YEAR

Hygiene and School Sanitation—Two periods a week. Lectures on diet, dress, age, temperament, inheritance and personal habits with special reference to Physical Training.

Pedagogy of Physical Training—One period a week. Practice in teaching physical training in Model School 1st to 8th grades.—Mrs. DeArmit.

Public School Gymnastics—One period a week. As arranged for use in public schools.—Mrs. DeArmit.

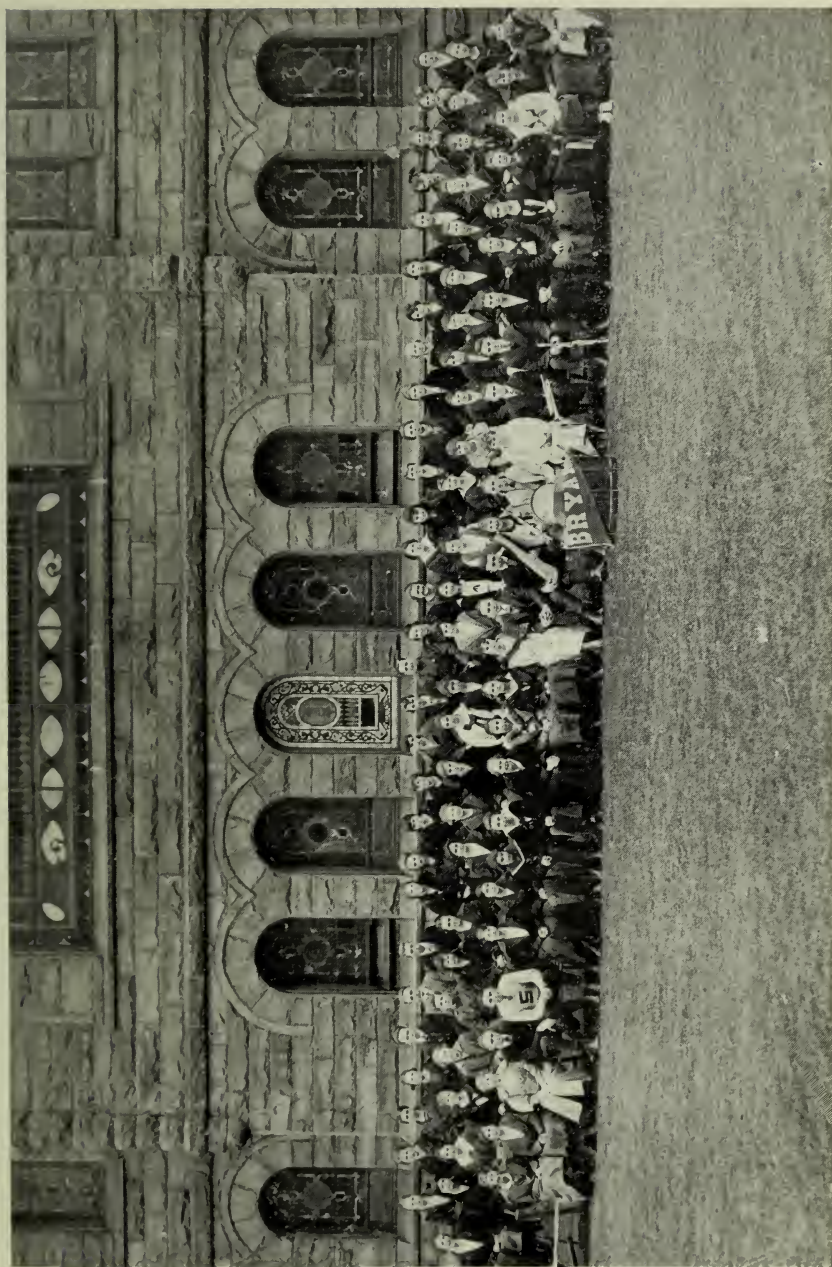
Educational Gym—Two periods a week. Continuation of second year.

First Aid—One period a week. Lectures and demonstrations.

English—English and American Literature, four periods a week.

Dramatic Art—One period a week. This includes pantomime, coaching and staging of plays, evolution of expression, etc.

Activities—Folk and Aesthetic Dancing, Basket-ball and Tennis. Mrs. DeArmit.



Bryant Literary Society



Philomathean Literary Society

COMMERCIAL DEPARTMENT

Realizing the great need of commercially trained teachers, the Trustees have decided to organize a commercial course. The purpose of this department is to train young men and women in the forms, customs and laws of business; to cultivate in them habits of neatness, accuracy and thoroughness; to familiarize them with practical business problems, and in every way possible prepare them to become commercial teachers, or for successful business careers. The teachers are the regular school faculty, specialists in their several departments.

The courses are so arranged that many of the subjects will be in the regular Normal School course. The conditions of entrance are the same as for the other courses in the Normal School. Those who are deficient in the common school branches will be required to enter the classes in the subjects in which they are deficient.

Three courses are outlined: The Training Course for Commercial Teachers, Shorthand Course, and Bookkeeping Course. Students taking the commercial course in the Normal School have all the advantages of the Normal School, including the Library, Literary Societies, Christian Associations, Gymnasium, Lectures, etc.

A special fee of Fifty Cents per week is charged for type-writing students, and One Dollar per week for students in Shorthand. Students who do not take the regular Normal School course will be required to pay the regular tuition in addition to the above sum of \$1.50 per week.

COMMERCIAL TEACHERS' COURSE

FIRST YEAR

	No. of 45 min. periods
Bookkeeping	160
English Grammar	160
Commercial Correspondence	50
Arithmetic	100
Algebra	160
Spelling	50
Penmanship	100
Commercial Geography	50
Physical Education	
Elective	160

SECOND YEAR

Shorthand	160
Typewriting	160
English (Rhetoric)	160
Commercial Law	50
Dictation	100
Civics	50
English and American Literature.....	100
Psychology	160
Physical Education	

SHORTHAND COURSE

Shorthand	160
Typewriting	160
Dictation	50
Arithmetic	100
Grammar	160
Spelling	50
Commercial Correspondence	50
Commercial Geography	50
Physical Education	
Elective	160

BOOKKEEPING COURSE

Bookkeeping	160
Typewriting	100
Arithmetic	100
Grammar	160
Penmanship	100
Spelling	50
Commercial Geography	50
Commercial Law	50
Physical Education	

TEXT BOOKS

FIRST YEAR

Alegbra	Hull
Ancient & Mediaeval History.....	Ashley
Arithmetic	Hamilton
French Grammar.....	Fraser & Squair
Grammar	Emerson & Bender
Latin Grammar.....	Allen & Greenough
Latin Reader	Smith
Orthography	Sandwick & Bacon
Physical Geography.....	Arey, Bryant, Clendenin & Morey
Reading	Brumbaugh
School Management	Wilkinson

SECOND YEAR

Botany	Andrews
Caesar	Walker
Civics	Maltby, Hughes
General Methods.....	Hamilton & Strayer
History (English)	Niver
History (Modern)	Ashley
Plane Geometry	Milne
Rhetoric	Gerrish & Cunningham
Zoology	Jordan & Kellogg

THIRD YEAR

Astronomy	Young
Cicero	Rockwood
Chemistry	McPherson & Henderson
Child Study	Kirkpatrick
Economics	Bullock
Geography	Tarr & McMurray
Geology	LeConte
Literature (American)	Long
Literature (English)	Halleck
Methods in Geography.....	Sutherland
Physiology.....	Hough & Sedgwick
Psychology	Harvey

Rural School Management.....	Wilkinson, Culter & Stone
Solid Geometry	Milne
U. S. History.....	Eggleston-McMaster

FOURTH YEAR

Agriculture	Warren
Arithmetic	Safford
English.....	Emerson & Bender
Ethics	Peabody
History of Education.....	Graves
Methods in Arithmetic.....	Walsh
Methods in English.....	Klapper
Nature Study	Hodge
Physics	Hoadley
Public Speaking	Roberts
Rural School Problems.....	Foght
Sociology	Ellwood
Virgil	Bennett



SLIPPERY ROCK STATE NORMAL SCHOOL

LOCATION

Slippery Rock State Normal School is situated midway between Pittsburgh and Erie, in Butler county, about 17 miles from Butler, Mercer and New Castle, and is easily accessible from all points in Western Pennsylvania. Those coming from Pittsburgh can reach the school by the B. & O. and the B. & L. E. Railroads, which run morning and evening trains to Branchton Station, four miles distant from the school, or may take the West Penn Railroad to Butler, then the B. & L. E. to Branchton. Those coming by way of New Castle may change cars at Mercer and come to the same station, but may also take the Pennsylvania Railroad from New Castle to Redmond, changing at Leesburg. At Shenango, the B. & L. E. Railroad connects with the Erie Railroad, and at Osgood with the Lake Shore Railroad, thus affording easy access from the north. The Normal School transfer meets regular trains at Branchton. About November 1st the Normal School transfer will meet trains at Harrisville station instead of Branchton. This will be upon the completion of the new state road which is being built from Slippery Rock to Harrisville.

The location of the school is pleasant and healthful. Being situated on a hill a commanding view of the town and surrounding country is afforded, and it possesses unexcelled facilities for healthful drainage.

There are three churches in the town—the Presbyterian, the United Presbyterian, and the Methodist Episcopal, at which the students are always welcome. The community is noted for its morality, being free from the distractions of the city.

HISTORY

The organization of Slippery Rock State Normal School grew out of a desire of the people of the town and surrounding community to have a school in their midst in which their children could secure an education without leaving their homes. With this end in view a plan was formed, in the fall of 1877, for the erection of a building suitable for an academy and for providing funds for the purpose of the school until it should become self sustaining. During this stage of the effort, it was discovered that no Normal School had been established in this, the Eleventh District. At once the scope of their efforts was widened to include the larger enterprise, and stock was sold to the amount of \$20,000.00. During the summer of 1888 and the following winter, land was procured and three frame buildings were erected—a chapel containing recitation rooms, and two dormitories.

Application was made to the Department of Public Instruction for the approval of the buildings and the establishment of a State Normal School for this district. The first day of February, 1889, was set as the date for the inspection of the buildings and on that day the committee by the State met and approved the application.

The necessary steps were taken toward the organization of the school and the first term opened on March 26, 1889, with an enrollment of 168 students. The first class, consisting of eleven members, was graduated in 1891.

The growth of the school has been very rapid in all that makes for a true Normal School. The policy of those in charge has always been to keep prominently in view the purpose for which it was established—the training of teachers for the public schools of the state.

BUILDINGS

There are six principal buildings—two dormitories, a chapel, a main building, a gymnasium, and a model school.

They are situated on a commanding eminence. The dormitories contain 220 rooms, besides a reception room, large dining hall, kitchen, store rooms, etc. The chapel is situated between the two dormitories. It is a fine stone building 89x100 feet, Norman-French architecture, and it contains music rooms and the general assembly room. The large room has a seating capacity for one thousand persons, and a gallery for three hundred additional seats. The endeavor has been made to construct an auditorium of beauty and convenience. The rooms are all heated by steam and lighted by electricity. Every floor is provided with an abundance of hot and cold water, bath rooms, lavatories, and closets in accord with good sanitation.

The authorities of the school are determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it. Many improvements have already been made, viz: Stone walks, bath rooms and closet annexes, laundry, grading and ornamentation of grounds, and equipment of Model School. The Main Building contains class rooms, reading room, society halls, library and offices, and is one of the finest buildings in the state. The ladies' dormitory forms a beautiful building with a frontage of 220 feet. It contains the kitchens, pantries, and beautiful dining room capable of seating over 400 persons. The boys' dormitory is a very commodious and substantial building, one of the best in the state. It is a model of beauty, comfort and convenience. Few buildings of its class can equal it in those points which make it a real home for young men who attend the school. The model school building, erected at a cost of \$27,000.00, adds much to our facilities during the school year. Located directly on the campus, the practice school does not interfere with the work of the regular Normal department. The rooms in this building are adapted to separate grades and Seniors are placed in full charge of the rooms during the practice periods. Since our practice school is a regular county school, the value of the year's experience thus gained by Seniors cannot be well over-estimated.

GROUNDS

The buildings are surrounded by grounds comprising about fifty-seven acres. Part of this is covered by forest-trees and orchards. The part immediately surrounding the buildings has been graded and laid out in beautiful lawns intersected with pleasant walks and drives. Many trees and shrubs have been planted, and numerous pots of flowers enhance the beauty of the place. Provision has been made for lawn tennis and other outdoor games. A base-ball field has been carefully laid out, and a grand-stand erected capable of seating over four hundred persons.

ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to cultivate determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, basket-ball, base-ball, and foot-ball are the games most in use. There are numerous good tennis courts on the campus. The athletic field is one of the finest in the State for base-ball and foot-ball. It is well-graded, and will soon be placed in sod or sown with lawn-grass. For the other games ample provision will be made. The gymnasium is open for exercise at certain hours, under suitable restrictions, to all who are enrolled as students.

Under the general term of Athletics are included all forms of physical activities of a competitive nature, such as track and field sports, foot-ball, base-ball, tennis, field hockey, etc. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and Director of Athletics.

Athletics are not confined to boys only, as is the case in so many schools, but the girls are encouraged to participate in all



Bible Class



Y. W. C. A. Cabinet



May Day

sports, and have the advantage of the coaching and direction of those in charge of this work.

ATHLETIC RULES

The following conditions must be met in order to become a member of any athletic team:

The student must be doing passing work in at least four subjects.

The student's general deportment must be in keeping with the regulations of the school.

The student must be governed by the true spirit of sportsmanship in all athletic contests.

The student must observe the training regulations of the coach and physical director.

The following conditions govern the awarding of letters and medals:

Medals shall be awarded to any student who has played during at least fifty per cent of the actual playing time in any individual sport in a series of not less than six games.

Letters shall be awarded to any student who has played the equivalent of three full games in any athletic contest of the school.

All athletic contests which shall be taken into consideration in the awarding of either medals or letters shall be played with teams representing educational institutions.

Any question involving dispute in regard to the interpretation of any one of these rules shall be referred to the athletic committee for final adjustment.

LIBRARY

The Normal Library is open during every school day, as well as on Monday afternoons, when students are permitted to consult works of reference, or take out such works for a limit-

ed period. At certain times in each school day, students may secure books for longer periods, limited to two weeks.

Many new books have been added to the library, so that its attractiveness and usefulness have been greatly increased. By a judicious expenditure of funds, we hope to make this important aid to the student more valuable from year to year.

A reading room containing the leading daily and weekly newspapers, magazines, journals of education, church and Sunday school weeklies, etc., is also connected with the school, with privileges free to all.

LITERARY SOCIETIES

Among the attractions of the school are two flourishing Literary Societies, conducted by the students—the “Bryant” and the “Philomathean.” Both Societies hold weekly meetings. Each student is expected to be a member of one of the Societies. A small initiation fee is charged. The training given in these Societies is of such great value that students cannot afford to neglect the opportunities furnished for literary and oratorical culture. Each Society holds an annual anniversary—the Philomathean in October, the Bryant in May. The annual contest between the two Societies is held on the fourth Saturday of May.

LECTURES

Students should have those opportunities for culture which will enable them to become stronger intellectually through mental contact with the strong minds of the country. Through the hearty co-operation of a generous and public spirited community we are able to bring before the students many prominent lecturers.

CHRISTIAN ASSOCIATIONS

A flourishing Young Women’s Christian Association and a Young Men’s Christian Association have been organized

during the school year 1917-18. Most of the young people in the school have identified themselves with these organizations. Regular devotional meetings are held at 6:15 on each Wednesday evening, and a joint vesper service is held on each Sabbath evening at 6:15 in the Chapel.

The purpose of these organizations is to develop a training school for religious activity.

BIBLE STUDY

The advantages of special study of the Bible are offered without expense to all students who become members of Dr. Hamm's Bible Class. This class meets at 4:45 every Sabbath afternoon. For the fall term of the coming year the studies will be in the Old Testament, and for the winter and spring terms Bible Studies in connection with Y. M. and Y. W. C. A. work.

STUDENT AID

The Alumni and friends of the school have established a fund for the purpose of aiding students to obtain an education in this school. This fund is now available for the year 1919-1920. The following rules and regulations governing the use of the fund have been made:

1. The purpose of this fund shall be to aid those who are in school and must have money to complete their course, and when funds are available, to help those who are entering for the first time.

2. No person shall receive a loan which shall exceed \$100 during any one school year.

3. A charge of 2 per cent per year shall be made on all loans.

4. Each application for loan shall be signed by three reputable persons, one of whom shall be a member of the

Alumni Association. These signers shall not, however, be held financially responsible for the payment.

5. The committee in charge of the fund shall have authority to refuse any application where, in their opinion, the loan would be unwise.

6. All loans shall be paid by the Treasurer of the fund directly to the Registrar of the school to be applied on the student's expenses.

7. Loans shall be paid at a minimum rate of \$75 per year. The first payment shall be made within one year after the person ceases to be a student at the school. The date when he ceases to be a student of the school shall be determined by the Principal of the school.

8. The committee in charge of the fund shall furnish to the Treasurer the names of those whose applications have been accepted and the amounts to which each applicant is entitled.

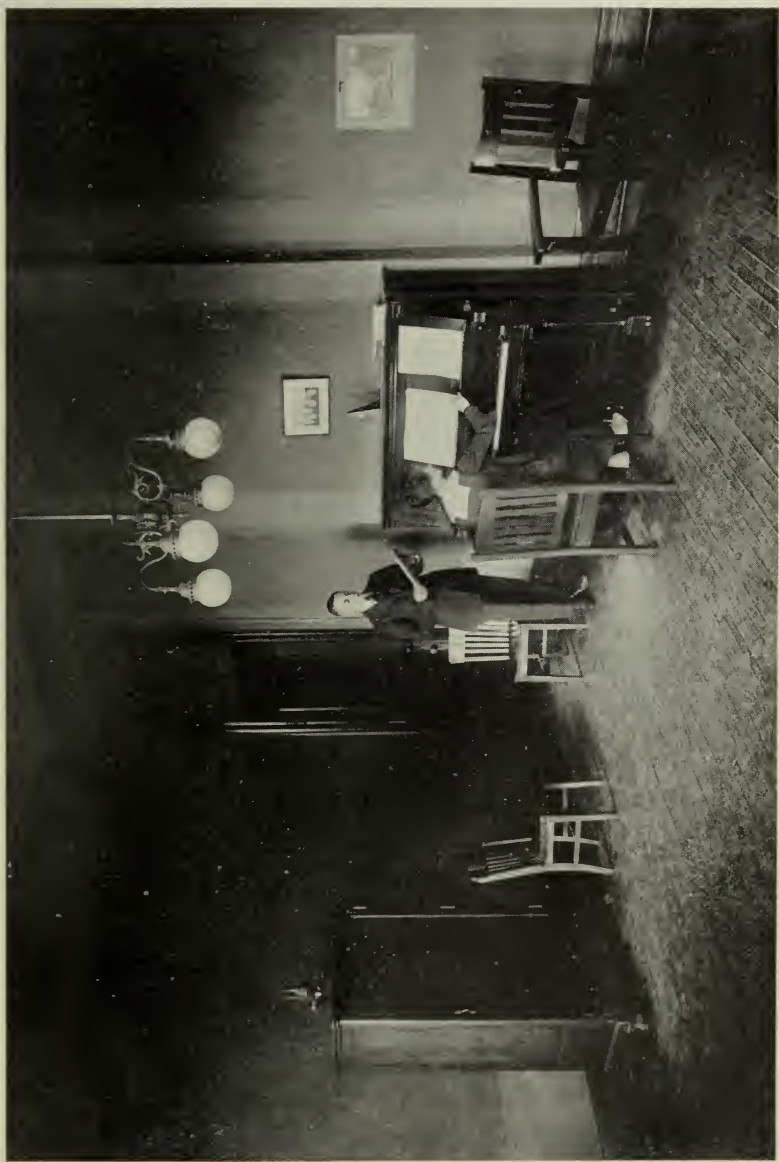
9. No person who is under seventeen (17) years of age shall be entitled to any loan whatsoever.

10. Interest shall be due in advance, semi-annually, beginning six months after leaving school.

Application for these scholarships should be made to the Registrar.

SCHOLARSHIPS

Scholarships are awarded to desirable young men and young women equivalent to the expense of board and room in the dormitory for services at the school. This service requires about twenty-two hours per week of work in the dining room, pantry, or other duties about the grounds. Several vacancies will exist in this department during the coming year.



Vocal Studio



Cast of "Pinafore"

EXPENSES

	Fall Term 13 wks.	Winter Term 14 wks.	Spring Term 13 wks.	Less than a term Per wk.
Boarding, including furnished room, heat and light.....	\$ 71.50	\$ 77.00	\$ 71.50	\$ 6.00
Tuition, Normal Department.....	26.00	28.00	26.00	
Tuition, Music Department.....				
One lesson per week ($\frac{1}{2}$ hour)....	9.75	10.50	9.75	1.00
Two lessons per week ($\frac{1}{2}$ hour) ..	19.50	21.00	19.50	
Use of Piano:				
One practice period per day.....	2.00	2.00	2.00	
Two practice periods per day.....	4.00	4.00	4.00	
Use of Pipe Organ (1 period per day)	13.00	14.00	13.00	
Harmony	10.00	10.00	10.00	
History of Music.....	3.00	3.00	3.00	
Registration Fee:				
Dormitory students	3.00	3.00	3.00	
*Day students	5.00	5.00	5.00	
Special registration for special music students	1.00	1.00	1.00	
Special Fees:				
Domestic Science	3.00	3.00	3.00	
†Millinery	1.00	1.00	1.00	
Advanced Sewing	2.00	2.00	2.00	
Dressmaking	2.00	2.00	2.00	
†Manual Training	1.00	1.00	1.00	
Typewriting	1.00	1.00	1.00	
Shorthand50	.50	.50	
Chemistry Laboratory	3.00	3.00	3.00	
Physics Laboratory	3.00	3.00	3.00	

*By day students is meant any student who does not live in the dormitory.

†Students will be charged cost price of materials used in making models and carrying out lessons.

The text-books are furnished by the school at a small rental charge for each book used.

A deposit of \$1.00 is required of each student to insure proper care of text-books while in his possession and the return of the same at the close of the term.

Each student who rooms in the dormitories of the school is required to deposit \$2.00 as a guaranty of the care of the room and of the property of the school contained therein.

In case of special illness, regular charge is made for the physician's and nurse's bills.

For those students desiring laundry to be done by the school, an extra charge of fifty cents per week will be charged, for which twelve pieces of flat work will be laundered. All students must carefully mark laundry.

DEDUCTIONS

For absence of two consecutive weeks or more, on account of personal sickness, a reduction of one-half the usual charge for board and tuition will be made.

No reduction is made for absence the first two or last two weeks of the term, except by previous arrangement with the Principal.

No reduction is made for absence the last four weeks of the spring term.

ROOMS

Each room is 13x15 feet in size, carpeted, and contains bed, good mattress and springs; wardrobe, washstand, table, and usual room furniture; intended to accommodate two boarders, and the scale of prices above given is arranged accordingly. Sheets, coverlids, and one pair of blankets are furnished by the school, extra blankets to be furnished by the student. The general tone of the building is brown.

All students are to take rooms and board at the institution, unless they reside at home, or have obtained permission from the Principal to board elsewhere.

Students are expected to provide themselves with window curtains, towels, table napkins, soap, and needful toilet articles.

Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. All other students are entitled to choice of rooms in the order of the reception of their applications.

No room selected by students will be held for them beyond the second week of the term, except on special arrangement to that effect.

STATE APPROPRIATION TO STUDENTS

In accordance with an act of the Legislature the following appropriations are made to Normal students :

1. Each student over seventeen years of age, who shall sign a paper declaring his intention to teach in the common schools of the State, shall receive the sum of *two dollars* per week, or such part thereof as shall actually be paid by the State as aid to undergraduates.

2. In case of a deficiency in the amount appropriated by the Legislature for State Aid to students, each student will receive his proportionate share of the appropriation.

PAYMENT OF BILLS

Bills for board and tuition are payable, the one-half at the opening of the term, and the remainder at the middle of the term.

These payments must be made, or satisfactorily provided for, before students are assigned to classes.

Students leaving school before the end of the term must report to the Principal at the time of leaving.

All bills are payable to the Registrar, who acts in behalf of the Trustees.

SUMMER SCHOOL

The summer school at Slippery Rock State Normal School will be held June 28 to August 6, 1920. The purpose of this summer school is to meet the needs of teachers, both city and rural, who hold provisional certificates or wish to take professional or permanent certificate examinations; students who are preparing to teach, and those who wish to secure additional credit in the Normal School course. All subjects passed are credited toward the equivalent of the Normal School course.

Special emphasis will be placed upon Child Study, Primary and Advanced Methods, Rural School Problems, and Current Educational Problems.

Classes will be organized in any branch when at least five students apply for membership in the class.

EXPENSES FOR THE SUMMER TERM

The registration fee will be \$5.00, tuition \$12.00 for the term. Board and room, including light, can be obtained in the dormitories for the regular price of \$5.50. Books can be rented at a moderate rate. Tuition in the music department will be on the same basis as during the regular terms of the Normal School. For detailed Summer Term Bulletin, send inquiry to the Principal.

REGULATIONS FOR STUDENTS

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. The intelligent conception of duty and quickened conscience will generally result in a cheerful, voluntary obedience. That government is best that seems to govern least.

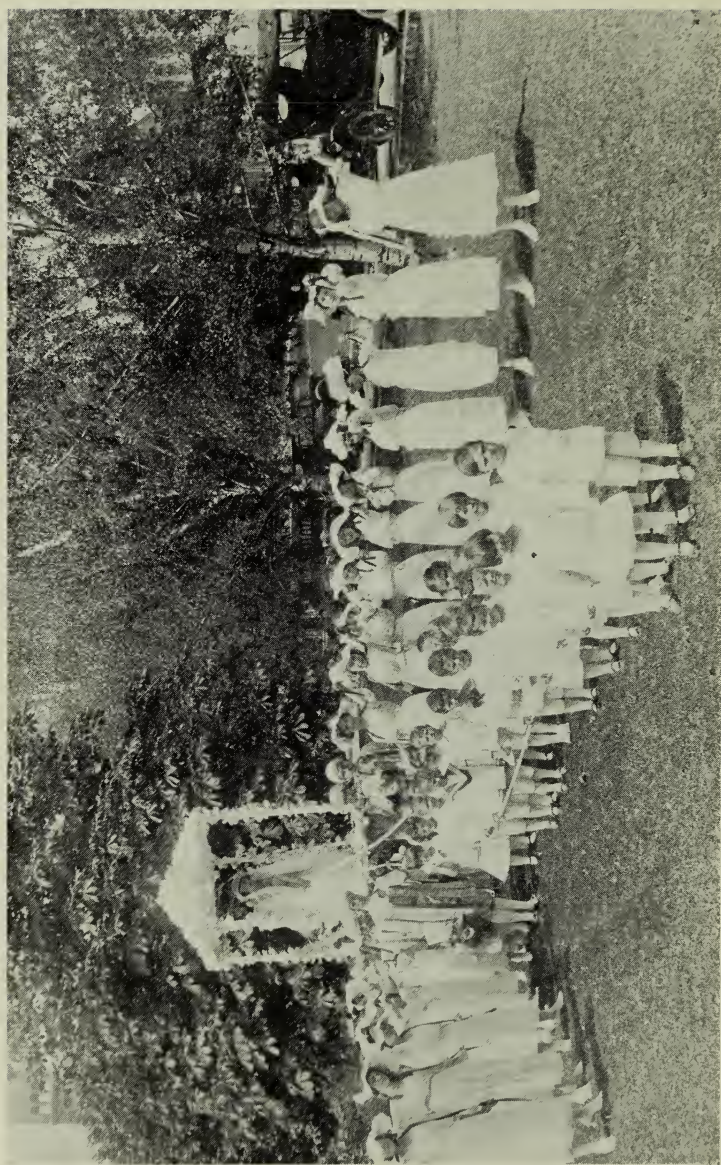
Regular attendance, good behavior, and hearty allegiance to all the interests of the school are expected of each member of the student body.

1. *Daily Routine*—

Rising bell,	6:30 A. M.
Breakfast,	7:00 A. M.
Classes,	7:45 A. M.
Chapel,	8:45 A. M.
Luncheon,	12:20 P. M.
Recreation,	3:15 P. M.
Dinner,	5:30 P. M.



May Day Pageant



May Day Pageant

The bell announces the study hour at 7 o'clock. Each student is pledged to be in his or her room at work at that hour. At 10 P. M. all lights will be out and the buildings quiet.

2. *Guests*—Students are permitted to have guests in the dormitory under the following conditions:

(1.) Meals in the dining room, 35 cents. Lodging, when rooms are available, 50 cents.

(2.) All guests will conform to the rules of the school.

3. *Recreation*—When weather is suitable students are permitted to enjoy the natural beauties of the country under proper chaperonage.

Optional activities are provided after dinner until 7 o'clock.

4. All students are required to be present at all devotional and general exercises in the Chapel, unless excused. Attendance at religious services during Sabbath is required.

5. Students are required to take up enough studies to keep them, in the judgment of the Principal, sufficiently employed, but are not permitted to take up more than they can study with profit.

6. Each student of instrumental music will have regular hours assigned for practice, during which time no spectator can be present to interrupt the exercises or divert the attention.

7. No student may indulge in the use of tobacco in any of its forms in or about the buildings.

8. Young men will not be permitted to call upon the young women students without permission.

9. Disorderly conduct in the building is prohibited. Each student will be held responsible for any disturbance or damage to his room.

10. Students whose sense of honor and propriety cannot be trusted will be summarily dismissed. They will also be sent away whenever, in the opinion of the Faculty, it is evident that

they are pursuing a course of conduct detrimental to themselves and the institution.

VISITORS AND VISITING

Calls on students at other times than during the hours of recreation interfere seriously with the object of the school, and are not allowed except in the case of necessity. Persons desiring to visit the school are invited to do so at any time.

Every absence from school duty subtracts materially from the progress of the student. Frequent visits home or elsewhere prevent the concentration of thought which true success demands. Parents are earnestly requested not to take the students away from their school duties unless it is absolutely necessary. Students are not permitted to visit home or away from town without special permission from the Principal.

APPLICATIONS FOR TEACHERS

School directors and principals often apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. While the school aids its graduates to secure positions, it makes no promises to do so. It may be said, however, that for several years we have been unable to supply the demands made upon us for graduates to fill positions in various grades of schools. Persons desiring to secure our graduates should therefore apply early. Great care is exercised by the Principal in recommending graduates for positions.

It must not be supposed that all persons who attend our school for one or more terms are good teachers. The graduates of the school are almost invariably successful instructors and disciplinarians.

MAIL, TELEPHONE, EXPRESS

The school has two mails daily. Mail matter should be addressed: Slippery Rock, Butler County, Pa. The words

“State Normal School” on the envelope of a letter or package will aid its delivery, and may prevent it from being sent to the wrong postoffice.

The school is connected by telephone with nearly all parts of Western and Central Pennsylvania.

Express packages should be addressed: State Normal School, Slippery Rock, Pa.

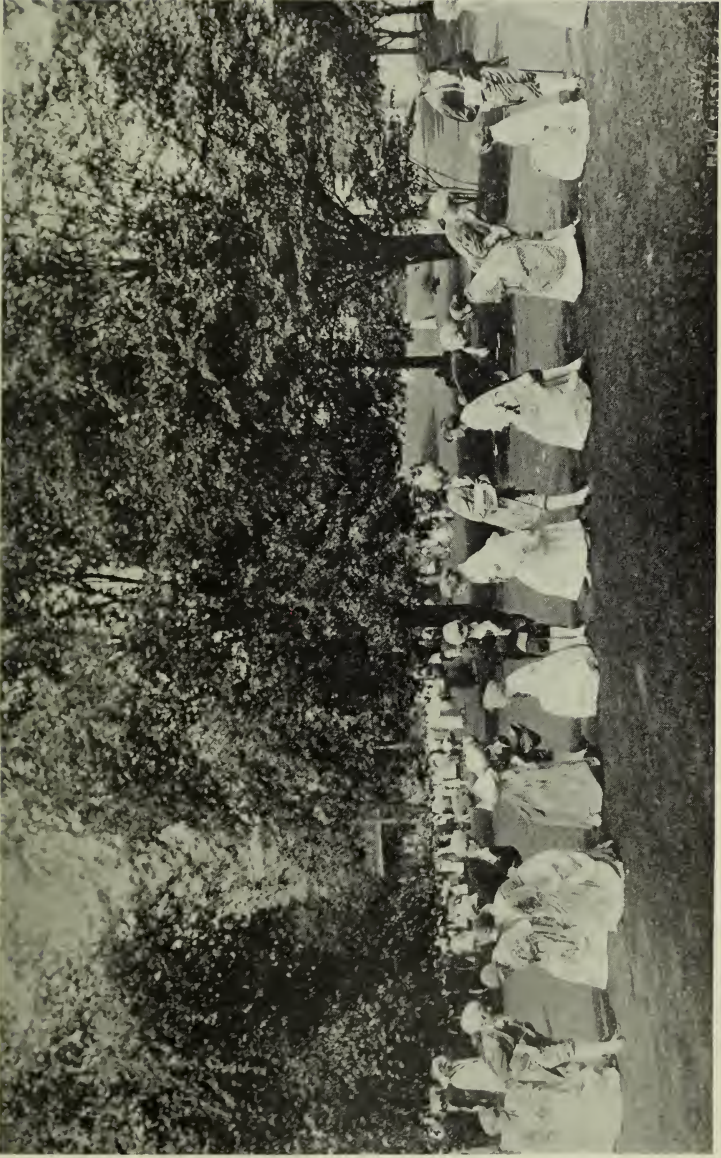
For further information address the Principal of the school.



CATALOGUE OF STUDENTS

1918-1919

- | | |
|----------------------|-----------------------|
| Ackerman, Hilda | Boltz, Virginia |
| Adams, Effie | Book, George |
| Adams, Esther | Book, Ida |
| Adams, Frances | Book, June |
| Adams, Isabelle | Book, Mae |
| Adams, Iva | Boozel, Ross |
| Adams, Samuel D. | Bovard, Alene |
| Aey, Garnet | Bovard, Bernice |
| Aggas, Muriel | Bovard, Kenneth |
| Aiken, Clanedia | Bovard, Winifred |
| Aiken, Margery | Bowen, Helen |
| Aiken, Marie | Brunermer, Lois |
| Albert, Gladys | Brunton, Elizabeth |
| Allen, Beulah | Brydon, Harold |
| Allison, Joy | Brydon, Laura |
| Alter, Evalyn | |
| Arblaster, Jefferson | Campbell, Frances |
| Armstrong, Adah | Campbell, Frederic |
| Armstrong, Elizabeth | Campbell, Isabel |
| Armstrong, Mancia | Campbell, John L. |
| Armstrong, Naomi | Campbell, Laura |
| Armstrong, Walter | Carter, Joseph |
| Auld, Neale | Casey, Alice |
| | Chambers, Nora |
| Badger, Hattie | Chapin, Ruth |
| Badger, Helen | Cheeseman, Mary |
| Badger, Leona | Chesler, Regis |
| Baird, Ella | Christy, Emogene |
| Baird, Flory | Claypoole, Grace |
| Baker, Grace | Close, Florence |
| Bame, Mildred | Cole, Elizabeth |
| Barber, Walter | Conway, George |
| Barnes, Alma | Cook, Belmont |
| Barnes, Florence | Cook, Catherine |
| Barnes, Genevra | Cooper, Blanche |
| Barron, Esther | Cooper, Florence |
| Bartmass, Vener | Cooper, Genevieve |
| Beach, Dortha | Cooper, Hazel |
| Beach, Oliver | Cooper, Helen |
| Beighle, J. Roy | Cooper, Ida |
| Beli, Leila | Cooper, Jane |
| Bell, Lois | Cooper, Mabel |
| Bell, Robert | Cooper, Margaret |
| Bermont, Florence | Cosgrove, Mary |
| Berringer, Olive | Cratty, Helen |
| Billington, Dorothy | Crawford, Catherine |
| Bingham, Jane | Crawford, Ruth |
| Bingham, Mary | Critchlow, Elda |
| Bingham, Mary Louise | Croll, Frances |
| Black, Helen | Cronin, Amanda |
| Black, Irene | Cronin, Pearl |
| Black, Mae | Cross, Josephine |
| Black, Mary | Cross, Margaret |
| Black, Mildred | Curry, Helen |
| Black, Roma | |
| Black, Ruth | Daubenspeck, Margaret |
| Blythe, Erma | Daubenspeck, Pauline |



May Day Pageant



May Day Pageant

Davison, Hazel
 Davison, Mildred
 DeArmit, Eugenia
 Denniston, Bruce
 Denniston, Lloyd
 Denny, Hazel
 Denny, William
 Dickson, Bernice
 Dickson, Twila
 Dight, Adeline
 Dight, Lora
 Dimit, Myrtle
 Donaldson, Dorothy
 Douthett, Minnie
 Dugan, Hallie
 Dugan, Waldo
 Dunmire, Ruth
 Dunning, Florence

Eakin, Hazel
 Earnshaw, Mary Emma
 Eckels, Alice
 Eiler, Flora
 Eisenberg, Margaretta
 Elder, Fulkon
 Elliott, Elizabeth
 Elliott, Kathleen
 Elliott, Philip
 Elliott, Rosella
 Ellwood, Vera
 Emmert, Margarete
 Erle, Myrtle
 Espe, Alice

Fair, Mildred
 Ferrante, Jennie
 Fisher, Hazel
 Fisher, Ruth
 Forrest, Ruth
 Forsythe, Ida
 Fowler, Edna
 Fox, Everett
 Fox, Floyd
 Francis, Mary
 Frazer, Hazel
 Friedman, Elizabeth

Gadd, Gwendolin
 Gardner, Ruth
 Gardner, Susie
 Gardner, Ward
 Gerren, Franklin
 Gibbons, Emma
 Gilson, Elizabeth
 Gill, Helen
 Gillgrist, Myrtle
 Gillgrist, Pearl
 Gilmore, Buena
 Gilmore, Letrugh
 Gilotti, Mildred
 Gilson, Edna
 Glenn, Bertha
 Glenn, Paul
 Good, Denton
 Goodall, Dorothea
 Googe, Lillian
 Goshorn, Margaret
 Gosser, Velma
 Gray, Charlotte
 Griffin, Ruth
 Groom, Charles
 Grossman, Garrett
 Grove, Emmet
 Grove, Gladys
 Grubb, George

Haine, Mary
 Hall, Wilda
 Hamilton, Anna Bell
 Hamilton, Christina
 Hamilton, Margaret
 Hamilton, Nellie
 Harlan, Charles
 Harper, Mildred
 Harsh, Ruth
 Hartford, Thomas
 Hartzell, Eugene
 Hartzell, Josephine
 Harvey, Ruth
 Hawks, Kenneth
 Heidrick, Estelle
 Henderson, Hazel
 Hershey, Mary
 Heyl, Frank
 Hillwig, Beulah
 Hines, Everett
 Hines, Margaret
 Hines, Sheridan
 Hockenberry, Cecil
 Hockenberry, Elizabeth
 Hockenberry, Flora
 Hockenberry, Grace
 Hockenberry, Loyal
 Hoffman, Faye
 Hoon, Marie
 Hulem, Dorothy
 Hunter, Alice

Ifft, Arthur
 Infield, Carl
 Ivell, Mary

Jack, Ernest
 Jack, Esther
 Jacobs, Edith
 Jacobs, Milford
 James, Florence
 Jamison, Florence
 Jamison, Harriett
 Jamison, Marguerite
 Jamison, Ruth
 Job, Wylda
 Johnson, Ethel
 Johnson, Muriel
 Jones, Paul

Karnes, Margaret
 Kerr, Beulah
 Kerr, Donald
 Ketzel, Anna
 Ketzel, Sallie
 Kiebler, Stella
 Klein, Ruth
 Knauff, Hazel
 Knestrick, Hallie
 Koplin, Judith
 Kuhn, Jean

Leise, Margaret
 Lingerman, Bessie
 Lingerman, Ralph
 Logan, Martha
 Ludwick, Joseph
 Lynn, Mabel
 Lynch, Bertha

Mackey, Bertha
 Magee, Donald
 Magee, Wendell
 Martin, Anna

Martin, Genevieve
 Martin, James
 Martin, Winifred
 Matthews, Irene
 Maxwell, Gladys
 Meador, Ethel
 Mechling, S. A.
 Meeds, Gertrude
 Meitzler, Ada V.
 Millar, Lulu
 Millar, Marian
 Mong, Marie
 Moore, Frances
 Moore, Garnet
 Moore, Mona
 Mornewick, Raymond
 Moss, Ethel
 Murphy, Theodore
 Myers, Eleanor

 McAdams, Helen
 McAnlis, May
 McBride, Ethel
 McBride, Margaret
 McBride, Mary May
 McCandless, Emma
 McCandless, John
 McClelland, Ruth
 McClymonds, Mary
 McCollough, Lodema
 McCollough, Ray
 McComb, Arthur
 McConnell, Roberta
 McCreary, Genevieve
 McCune, Claire
 McCune, Fern
 McDeavitt, Grace
 McDonald, Jack
 McElroy, Marie
 McFadden, Helen
 McFarland, Olive
 McGowan, Francis
 McKallip, Uldene
 McKee, Esther
 McKee, Helen
 McKee, Mary Gertrude
 McKeever, Elizabeth
 McKibben, Anna
 McLaughlin, Kathleen
 McMillen, Esther

 McMinn, Charles
 Nelson, Margaret
 Norris, Margaret
 Null, Elmer

 Painter, Ora
 Park, Anna
 Patten, Homer
 Patterson, Myrtle
 Patterson, Norman
 Patterson, Richard
 Pattison, Neil
 Pfeiffer, Meryle
 Phipps, Mary
 Pischke, Victoria
 Plyler, Nora
 Pringle, Cressie
 Purdy, William

 Ralston, Mary
 Ralston, Oliver
 Ramsey, Dessa
 Ramsey, Elsie
 Ramsey, Gladys

Rawlings, Elizabeth
 Raysor, Margaret
 Rea, Martha
 Reed, Anna
 Reed, Margaret
 Reis, Matilda
 Rhea, Florence
 Rhea, John
 Rhodes, Pauline
 Rice, Alma G.
 Riley, Meryle
 Ring, Edythe
 Rodgers, Laura B.
 Rood, Hannah
 Rowe, Helen
 Rubright, Helen
 Rumsey, Roscoe
 Rutter, Nellie

 Sager, George
 Sankey, Clara
 Saviers, Mildred
 Schink, Elsie
 Schrubbs, Norma
 Schrubbs, Ruth
 Searing, Russell
 Seaton, Mary
 Shaffer, Isabelle
 Shelatree, Dewitt
 Shever, Gladys
 Shoaff, Alice
 Shoemaker, Mabel
 Shroyer, Linwood
 Simison, Helen
 Smith, Elsie
 Smith, Gladys
 Smith, Hazel
 Smith, Helen
 Smith, Leroy
 Smith, Mary
 Smith, Milliard
 Snyder, Mary
 Sober, Florence
 Stahlman, Arveta
 Stamm, Viletta
 Stewart, Hazel
 Stewart, Lenoir
 Stickel, Dora
 Stillwagon, Helen
 Stoops, Bernice
 Stoughton, Agnes
 Stoughton, Frank
 Studebaker, Margaret
 Studebaker, Opal
 Stuebgen, Anna
 Surrena, Mary
 Szobel, Ruth

 Tallant, James
 Taylor, Clara
 Taylor, Ethel
 Taylor, Lillian
 Taylor, May
 Thompson, Eleanor
 Thompson, Florence L.
 Thompson, Florence M.
 Thompson, Gertrude
 Thompson, Leda
 Thompson, Mae
 Thompson, Nellie
 Thompson, S. Marie
 Thorpe, Edna
 Toohey, Henry
 Troutman, Cleo
 Turner, Alice

Uber, Katherine
Uber, Ray
Umstead, Grace

Vincent, Rhuama
Vogt, Martha
Voorus, Dorothy
Vosler, Maida
Vosler, Nannie

Wagener, Leah
Walker, Eugene
Wallace, Frances
Walter, Elizabeth
Watson, Ralph
Webb, Florence
Webster, Sara
Weller, Nellie
Welsh, Kathryn
West, Garret

West, Reardon
Westlake, Kathryn
Whann, Pauline
Whitehill, Eulalie
Wick, Ruth
Wigton, Katherine
Wilhelm, Lena
Williams, Mazerna
Wilson, Elma
Winner, Wade
Wise, George
Withrow, Helen
Wolfe, Esther
Wolford, Alice
Wolford, Hazel
Wootton, Mabel
Wright, Nannie

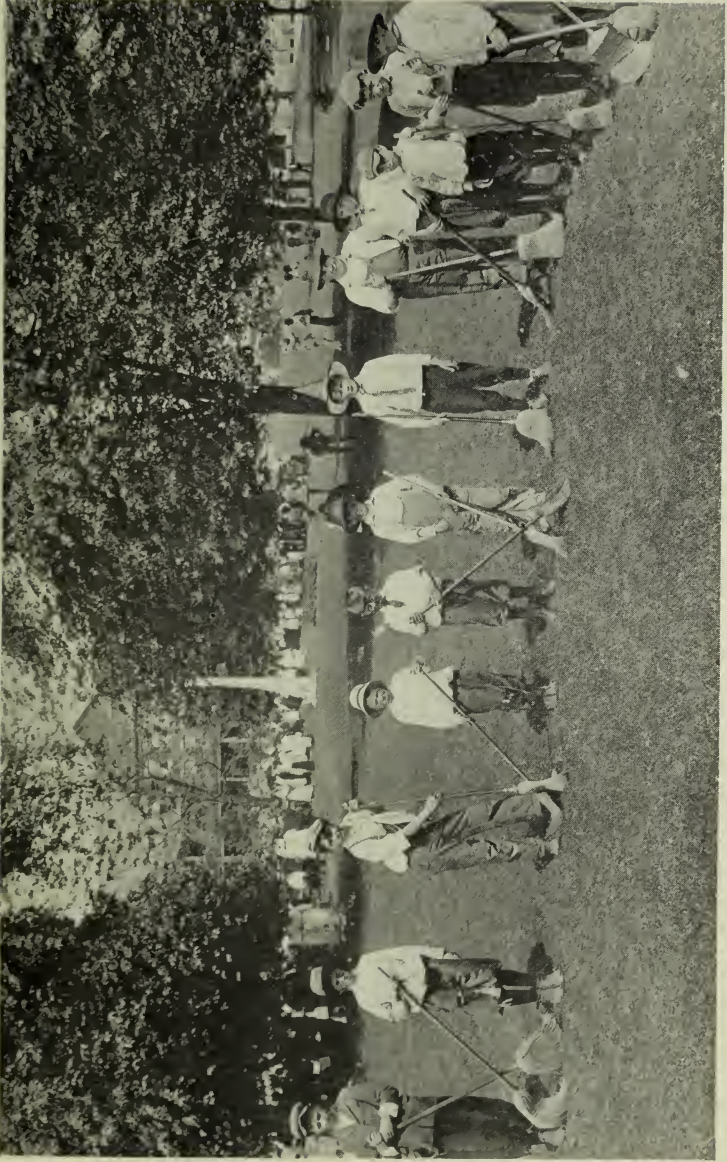
Yard, Grace
Young, Dewey
Young, Mildred



SUMMARY

TOTAL NUMBER OF STUDENTS 1918-1919

Male students in Normal School.....	89	
Female students in Normal School.....	344	
Total	433	433
Number in attendance during Fall Term:		
Normal School	339	
Model School	199	
Kindergarten	23	
Total	561	
Number in attendance during Winter Term:		
Normal School	332	
Model School	196	
Kindergarten	17	
Total	545	
Number in attendance during Spring Term:		
Normal School	365	
Model School	197	
Kindergarten	24	
Total	586	
Male pupils in Model School.....	82	
Female pupils in Model School.....	121	
Total	203	203
Male pupils in Kindergarten.....	15	
Female pupils in Kindergarten.....	13	
Total	28	28
Male students in Summer School.....	4	
Female students in Summer School.....	109	
Total	113	
Summer School students not included in above.....		77
Total number of students, exclusive of duplicates.....		741



May Day Pageant



May Day Pageant

(Please tear this page out and send it to the Principal)

Application for Admission

--- TO ---

Slippery Rock State Normal School

DEAR SIR: I expect to enroll as a student in Slippery Rock State Normal School, Slippery Rock, Pa., on or about....., 19.... Please reserve a room for me.

I am a graduate of the..... High School, in the class of 19...., having completed the full course of.....years in that school.

I desire further information concerning the following:

.....
.....
.....
.....
.....
.....

Respectfully yours,

Name.....

Address.....



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